DOCUMENT RESUME

ED 450 227 CE 081 345

AUTHOR	Bidwell, Sheri, Ed.
TITLE	Integrated Lesson/Project Plans by and for Columbus Public School Teachers.
INSTITUTION	School Study Council of Ohio, Columbus.
SPONS AGENCY	Employment and Training Administration (DOL), Washington, DC.
PUB DATE	2000-00-00
NOTE	140p.
CONTRACT	U-6369-7-00-88-60
AVAILABLE FROM	School-to-Careers Project, School Study Council of Ohio, 4807 Evanswood Drive, Suite 300, Columbus, OH 43229; Tel: 614-785-1163; Web site: http://www.stccolumbus.org. For full text: http://www.stccolumbus.org/Book.pdf.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Career Awareness; Career Education; *Education Work Relationship; Elementary Secondary Education; Inservice Teacher Education; *Integrated Curriculum; *Job Skills; *Learning Activities; Lesson Plans; Occupational Information; Professional Development; Public Schools; *Skill Development; Student Projects; Teaching Methods
IDENTIFIERS	Columbus Public Schools OH; Secretarys Comm on Achieving Necessary Skills

ABSTRACT

This document contains 34 lesson or project plans written at inservice workshops focusing on integrating workplace skills (i.e. SCANS [Secretary's Commission on Achieving Necessary Skills] and career awareness into the K-12 curriculum in Columbus (Ohio) Public Schools. The lesson and project plans are loosely organized by grade level. Each lesson or project plan consists of a brief description of its origin, a lesson overview, grade level indication, background, SCANS skills that are incorporated and applied to workplace skills; materials; procedure; and evaluation. Some lessons also include extensions and examples. Lessons include the following: African-American Music; In-School Job Shadow; Mock Election; Internet Scavenger Hunt; Measuring and Graphing Height; Write a Business Letter; PBJ Assembly Line; Wreath Ornament Assembly Line; Marketing Wreath Ornaments; Is This Occupation for Men or Women?; Accountability for Attendance and Punctuality; Conflict Resolution--An Important Interpersonal Communication Skill; Giving and Receiving Instructions; Develop a Flier; Develop a Brochure about Work Attitudes; Write an Application Letter and Resume; Worksite Questionnaire; Social Interaction; Teamwork Skills; Nutritious Snacks; Design and Build a Skyscraper; Plan a Trip; Women in U.S. History; The Greatest Talk Show Ever--Women in U.S. History; Conduct a Survey about Students; Conduct a Survey about a Topic; Basic Computer Skills; Multi-Media Show; Advertisement; Want Ads; Interpersonal and Social Skills; Occupation Survey; Occupational Economics; and Time for the Real World. (KC)

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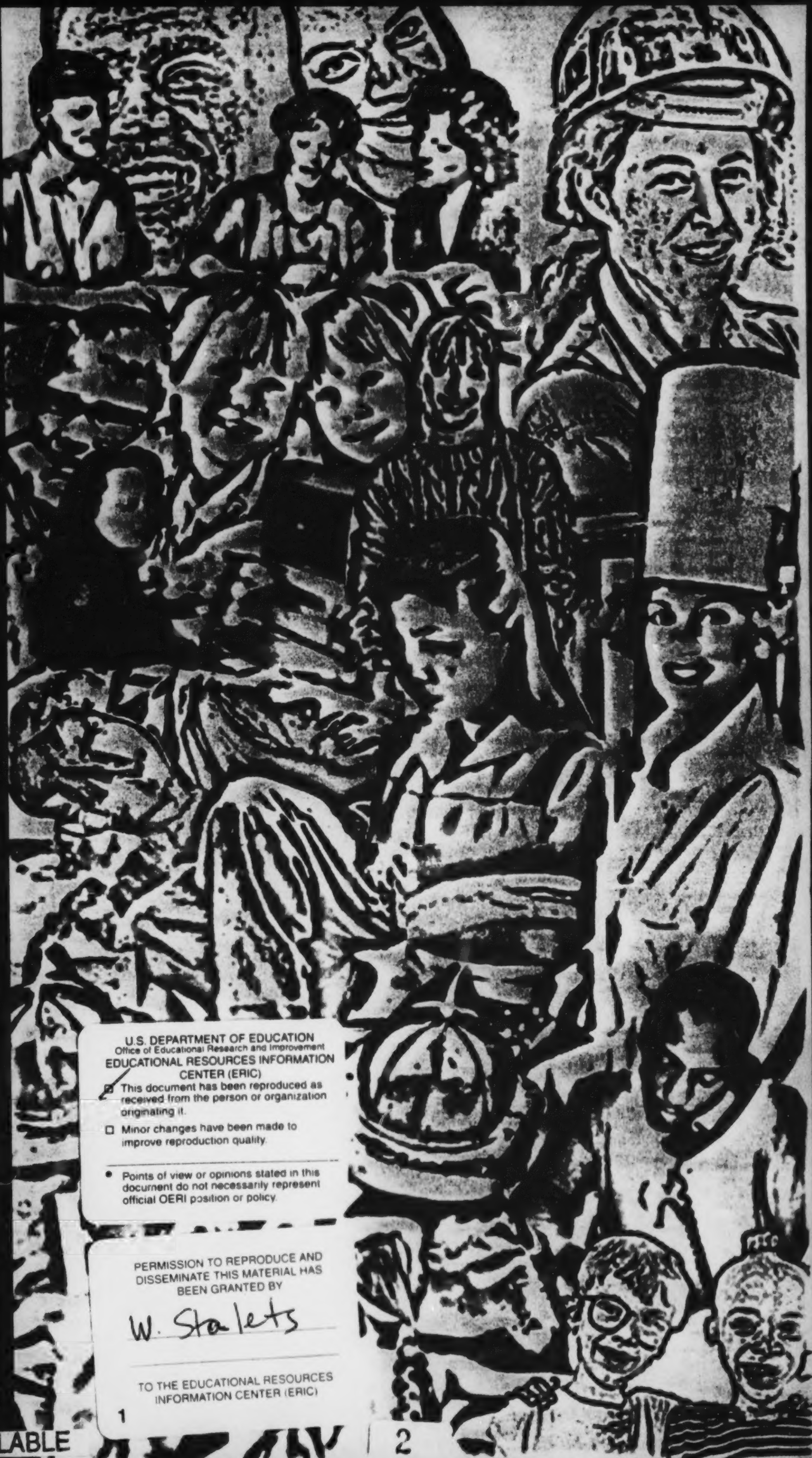
Integrated Lesson/Project Plans By and For Columbus Public School Teachers



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Integrated Lesson/ Project Plans— By and For Columbus Public School Teachers

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Funded under a grant from the
U.S. Department of Labor/ETA/OGCM
Award Number U-6369-7-00-88-60.

Integrated Lesson/Project Plans
By and For
Columbus Public School Teachers

Dear K-12 Teacher,

These lesson plans were written by some of the Columbus Public School teachers who participated in professional development in-service workshops focusing on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. The workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Note: Some of these plans are compilations of several lesson plans; most were enhanced by the instructional support specialist/editor.

The 34 lesson/project plans in this book are loosely organized by grade level. However, you will notice that most lessons are adaptable to most grade levels—use your creativity!

We encourage you to read through these plans and then choose one to implement in your classroom. If you're hesitant because:

- Your selected lesson/project doesn't totally meet your students' needs, *modify it*.
- Your selected lesson/project requires you to know some skills you don't currently have (e.g., PowerPoint), don't let that hold your students back from learning them. Instead, *ask someone else* in your school to teach that part of the lesson—and you can learn along with your students.
- You're not familiar with the SCANS skills, review the list on the following page.

Wishing you the best as you help your students prepare for work by integrating careers and work-related skills into your classroom activities.

Sheri Bidwell

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SCANS Skills for Workplace Know-How

The workplace know-how identified by the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance.

Workplace Competencies: Effective workers need to productively use—

- **resources** (e.g., how to allocate time, money, materials, space, and staff).
- **interpersonal skills** (e.g., work in teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds).
- **information** (e.g., acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information).
- **systems** (e.g., understand social, organizational, and technological systems; monitor and correct performance; design or improve systems).
- **technology** (e.g., select equipment and tools, apply technology to specific tasks, maintain and troubleshoot equipment).

Foundation Skills: Effective workers need the following skills and qualities for solid job performance—

- **basic skills** (reading, writing, math, speaking, and listening).
- **thinking skills** (thinking creatively, decision making, problem solving, and knowing how to learn).
- **personal qualities** (individual responsibility, self-esteem, sociability, self-management, and integrity).

The SCANS Commission suggested that the most effective way to **teach** the SCANS skills is *in context*—placing learning objectives within the context of real environments, rather than insisting that students first learn in the abstract what they will later be expected to apply. The Commission recommends that:

- Students do not need to learn the basic skills before they learn problem-solving skills; the two go together—they are not sequential but are mutually reinforcing.
- Learning should be re-oriented away from mere mastery of information and toward encouraging students to recognize and solve problems.
- Real know-how (the foundation skills and competencies) cannot be taught in isolation; students need practice in applying these skills.
- The foundation skills are best learned in the context of the more advanced competencies. That way, for example, reading and math become less abstract and more concrete when they are embedded in one or more systems or technological problems.
- Personal characteristics such as self-esteem and responsibility are best developed in team-based efforts.

Contents

SCANS Skills i
African-American Music Unit 1
In-School Job Shadow 4
Mock Election 7
Internet Scavenger Hunt 10
Measuring and Graphing Height 13
Write a Business Letter 15
PBJ Assembly Line 17
Wreath Ornament Assembly Line 20
Marketing Wreath Ornaments 24
Is This Occupation for Men or Women? 26
Accountability for Attendance and Punctuality 30
Conflict Resolution—An Important Interpersonal Communication Skill 33
Giving and Receiving Instructions 36
Develop a Flier 39
Develop a Brochure About Work Attitudes 42
Write an Application Letter and Resume 45
Worksite Questionnaire 49
Social Interaction 52
Teamwork Skills 54
Nutritious Snacks 58
Design and Build a Skyscraper 60
Plan a Trip 66
Women in U.S. History 68
The Greatest Talk Show Ever—Women in U.S. History 73
Conduct a Survey About Students 78
Conduct a Survey About a Topic 83
Basic Computer Skills 87
Multi-Media Show 90
Advertisement 102
Want Ads 106
Interpersonal and Social Skills 109
Occupation Survey 113
Occupational Economics 117
Time for the Real World! 120

African-American Music Unit

This unit plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview:
This unit focuses on famous African-American musical artists and the history of jazz, gospel, and R&B music. The unit integrates music with math, social studies, literature, and career exploration.

Grade level(s): 1-3

Background:
This unit can be taught during Black History Month or any other time of the year.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- X interpersonal skills (interpersonal communication)
- ☐ information
- ☐ systems
- ☐ technology

Foundation Skills:
- X basic skills (measure, listen)
- X thinking skills (compare, make decisions)
- X personal qualities (self-management)

Procedure:
Facilitate the following activities with students. They do not have to be done in the order shown.

1. Introduce the unit by reading *Ben's Trumpet* and then having students listen to Arnett Howard's recording of his original song of the same title.

2. Help the class make a web that illustrates where and how music is involved in their lives and their community.

3. Set up three tables of instruments (percussion, string, and wind). Let students explore each instrument type by playing at each table for 10-15 minutes.

4. Show students the Highlights Co. video tape on how to create your own instruments.

5. Have students make one of each type of instrument over several days. Instruments can be made with recyclable materials, including 2-liter bottles, 3/4" PVC in various lengths, soft drink cans, metal candy tins (e.g., Sucrets, Altoids), oatmeal and coffee cans, yogurt containers, tissue boxes, rubber bands, masking tape, acrylic paints, dried beans and peas, rice, and paper.

6. Have students play their instruments and analyze the sounds that each makes, thus exploring the instruments in the percussion, wind, and string families.
   Then have them:
   - **Classify** different types of instruments.
   - **Compare** the differences in sounds between instruments of different types.
   - **Compare** the sounds of similar instruments. For example, have them explore the changes in sound with differing lengths of strings and wind channels.
   - **Discuss** how sound is made and what makes sound change. For example, have them discuss what vibration has to do with sound and how sounds differ when different materials are used.

7. Have students read aloud *Zin, Zin, Zin a Violin* by Lloyd Moss. This is a counting book that uses musical terms from solo to chamber group and finally an orchestra.

8. Encourage students to play their instruments to explore the different sounds they can make. And have them listen to jazz, gospel, and R&B music. Then challenge students to identify the **patterns** and **style** they are hearing and repeat them with their own instruments. (You can have them count, measure, and identify the patterns in their music.)

9. Throughout the unit, read and discuss books to introduce students to musicians, their instruments, and the emotions created in the music of the African-American community. Books might include: *Satchmo's Blues, Raggin': The Story of Scott Joplin, Tremonisha, Louis Armstrong, Ben's Trumpet, Pass it On, and Lift Every Voice.*

10. Discuss music-related **careers** (e.g., musician, conductor, composer, singer, instrument maker).

11. Have students read aloud *Arturo's Baton* by Syd Hoff. This is a book about a conductor who loses his baton.

12. Take a field trip to the Ohio Theatre for a *backstage with the orchestra* tour. This will enrich many of the classroom activities. In addition, students can identify and describe many careers in music that are "behind the scenes."

Evaluation:
For evaluation, ask students to answer and/or demonstrate their abilities related to these questions:

- Can you change the sound your instrument makes? Explain why it changes.
- What are the three types of musical instruments?
- What are the three primary types of African-American music?
- Can you name three different music-related careers?

Extensions:

- Help students continue their exploration of careers and the types of skills and education needed to work in those areas.
- Help students analyze other types of music (e.g., classical, rock) to identify and measure patterns.
- Have students identify how sounds are used (other than music), including vibration and echoes.

In-School Job Shadow

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will do an in-school job shadowing to explore the careers of people employed by the school. They will become familiar with the teaching profession, administrators, librarians, aids, custodians, secretaries, counselors, social workers, bus drivers, and (possibly) security guards.

Grade level(s): Elementary and primary special education

Background: This is a type of career research and job shadowing activity that can be done with limited resources. However, it will require coordination time to inform school employees about the activity and help them understand the students' objectives.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- X interpersonal skills (introduce self, ask questions, listen, communicate with others)
- X information (gather and organize information)
- ☐ systems
- ☐ technology

Foundation Skills:
- ☐ basic skills
- X thinking skills
- X personal qualities (individual responsibility, self management, sociability)

Ohio proficiency outcomes taught through this lesson:

Writing: Students will record gathered information

Reading: Each student will do a variety of reading

Citizenship: Students will learn about jobs in the community

Math: Students will learn about time and money.

Procedure:

1. **Select a day** that students will do job shadowing.

2. **Ask school employees to participate** in your class's job shadowing day (for about 1 hour). Be sure to:

    - Tell them the purpose of the activity (e.g., for students to learn about different occupations, including the kinds of work that the person does, the skills needed to do their work, and the preparation needed to enter the occupation in which they work).

    - Help them understand the types of questions that students might ask (e.g., What kind of training did you need? How do you use English skills on your job? How do you use math skills on your job? Is attendance important?)

3. Several days before the job shadowing day, do the following:

    a. You may wish to **introduce** the job shadowing activity by reading a picture book that has characters employed in a school or by showing a video of school-related occupations. (See the resources listed below.)

    b. Facilitate a **discussion** about the occupations/careers of your school's employees. On the chalkboard, have the class make a list of the occupations/careers of school employees. Under each occupation, have them list the names of the people who work in each occupation.

    c. **Discuss the job-shadowing process** and the kinds of questions that students would ask a school employee to learn about their occupation. For practice, have the whole class interview you, their teacher, to learn about *your* occupation.

    d. **Assign** each student to an employee. If possible, have students research their assigned occupation before their interview.

4. On the designated day, have students spend approximately one hour **shadowing** their assigned employee. Their tasks are to observe and learn through interviewing about the kinds of work that the person does, the skills needed to do their work, and they preparation needed to enter the occupation in which they work.

5. After the job shadowing, **facilitate a class discussion** to help students summarize what they learned about each occupation.

6. Have students **write a report** about the occupation they investigated. Encourage them to use classroom, library, and Internet resources.

7. Have students who investigated the same occupation work together in **teams** to develop and give an **oral presentation** of the occupation. (Don't skip this step. This activity will allow all

students to learn about each occupation. It will also help students develop teamwork and interpersonal communication skills.)

Resources:
I Am Already Successful by Denise Hooker
Children's Occupational Outlook Handbook
Children's Dictionary of Occupations
Know How Is the Key
Work Power Video by National Telelearning Network, Inc.
Careers for the 21st Century: Police Officers and Teachers
Careers for the 21st Century: Education Specialists and Special Education Teachers
Community Helpers Series: School Workers

Evaluation:

- Grade students' written presentations for content, clarity of ideas, and grammar. If possible, use a rubric so that you and students are clear about the expectations and how they were graded.

- Grade students' oral presentations for content, clarity, and effectiveness. If possible, use a rubric so that you and students are clear about the expectations and how they were graded.

- You may wish to videotape the oral presentations so that students can rate their own effectiveness.

Mock Election

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will prepare for and participate in a mock election.

Grade level(s): 4-5; can be modified for lower grades and for special education classes

Time: Approximately 5 days

Background: This lesson can be done any time, but is most relevant during times when an election is being held. (It could be a school election, a local election, or a national election.)

SCANS skills incorporated into this lesson:

Workplace Competencies:
- X resources (allocate materials)
- X interpersonal skills (interpersonal communication)
- X information (gather and interpret information)
- ☐ systems
- ☐ technology

Foundation Skills:
- X basic skills (read, write, math)
- X thinking skills (make decisions)
- X personal qualities (individual responsibility, self-esteem, self-management)

Ohio proficiency outcomes addressed through this project:

Writing: Write a response that stays on topic and uses detail to support a topic

Reading: Use graphic aides to interpret information

Citizenship: Identify the elements of rules relating to fair play, understand how leaders are elected, identify political rights (e.g., to vote)

Math: Tabulate data, make or use a table to record and sort information

Materials:
Voter registration forms*
Classroom Registered voters roster*
Election ballots*
Ballot box*
Graph to tally votes
"I Voted Today" badges or stickers*
Computer/printer
Construction paper and/or poster board
Labels (for badges/stickers)
Markers

* prepared by students

Procedure:

1. Facilitate a discussion about elections. Ask students to explain why we have elections and what they think election procedures are. Ask them to discuss the different types of jobs involved in elections.

   Draw a web or other graphic organizer to illustrate the different aspects of elections.

2. If an election is being held in your school or nearby, take students to the polling area and explain the voting procedure. If possible, to solidify a real-world connection, ask students to do research about local elections that are currently being held.

3. Announce that your class will be holding a mock election for school principal (or another leadership position, if appropriate)

   a. Ask the class to make up names for two candidates for the elected position. Then have them list the qualities they desire in the leader being elected.

   b. Divide the class into teams of 3-4 students each.

   c. Assign each team to different election-related tasks, as described:

      - *Election Managers:* Determine the election procedure and oversee the election and ballot-counting process. Note: This will require research.
      - *Marketers:* Develop a platform for their candidate. Make posters, banners, and badges that support their candidate.

        Note: There should be two marketing teams—one for each candidate. One person on each team will pretend to be the candidate, and will give a speech in support of the candidate's leadership qualities and the platform developed by the marketing team.
      - *Voter Registration Officials*: Compile a roster of registered voters, develop voter registration forms, and register all class members; sign in each voter on election day.

- *Voting Officials:* Make election ballots and "I Voted Today" badges or stickers, and distribute them during the election.
- *Results Officials:* Make the ballot box, collect ballots from voters, tally the completed ballots, and announce the results.

d. Provide time for each candidate to make a speech in support of their election. The speech should include the qualities that make the candidate a good leader. Of course, posters and banners should be displayed across the classroom.

e. On "election day," assist teams in carrying out their assigned responsibilities. (Try to give students as much responsibility as possible—this is an important learning experience for them.)

f. After the election results are announced:

- Facilitate a discussion about the process and be sure to answer any related questions.
- Have students make a bar graph that illustrates the results.
  Note: To help each student gain hands-on practice making graphs, you may wish to have each team work independently to make a graph and then have them agree on a class graph.

g. If possible, arrange for the class to observe a "real" election and discuss what they observed.

Lesson variation: If desired, another class could be invited to hear speeches, register to vote, and to vote.

Extensions:
- Examine the electoral process in greater detail.
- Have students vote on different issues during the school year.
- Discuss other rights of American citizens.
- Discuss important qualities of different people in the community.
- Investigate other types of graphs (e.g., pictographs, line graphs).
- Discuss how teams become effective (e.g., communication, conflict resolution) and then work in teams for another project.

Evaluation:
Each aspect of this project can be graded, including:
- Accuracy of tasks performed by each team, both before and during the election.
- Persuasiveness of posters, banners, and speeches.
- Effectiveness of students as team members.
- Accuracy of bar graphs.

Internet Scavenger Hunt

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Internet Scavenger Hunt

Grade level(s): Elementary, early middle school
(Students must be able to read for comprehension; best for grades 4-6)

Background: In addition to giving students practice in navigating the Internet, this scavenger hunt teaches some general information (e.g., geography, history) facts.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- ☐ interpersonal skills
- X information (gather information using the Internet)
- ☐ systems
- X technology (retrieve information from and enter information on the computer)

Foundation Skills:
- X basic skills (using the Internet is a basic skill)
- X thinking skills (make decisions)
- X personal qualities (individual responsibility, self-management)

Materials:
Computer, printer, word-processing software, and Internet access

Procedure:
1. Instruct students to work individually, and go to the following web site address: http://www.decatur.k12.ga.us/pse/scavengerhunt.htm. Fifteen general knowledge questions (e.g., history, geography, science) are asked and links are provided to pages where students will find the answers. For your information, a list of the questions is given at the end of this lesson plan.

   Note: This lesson was originally developed as a summertime activity, and is linked to Potter Elementary School. However, by the time you us it with your students, the school may no longer be participating in this project. As a result, student worksheets may not be graded online; you may need to grade them or have students grade each other's work.

2. Facilitate a discussion about what students learned by doing the Internet research. Ask them to share ideas about what other types of information may be found on the Internet. Teach them about search engines such as www.google.com, www.yahoo.com, and

www.dogpile.com.
(Teachers and students may wish to refer to www.searchenginewatch.com to learn more about search engines.)

3. Have students work individually or in pairs to research a topic of their choosing. Have them summarize what they learned in a written (word processed) report.

Extensions:
Teach students some strategies for Internet navigation (e.g., using "quotation marks" to search for an exact word).

Evaluation:

- Grade students' worksheets by tallying the number of correct responses.
- Grade students' research summaries for clarity, neatness, and/or accuracy.

Sample of the Summer Scavenger Hunt Questionnaire

NOTE: The online version, which includes hyperlinks to the web pages listed here, is: www.decatur.k12.ga.us/pse/scavengerhunt.htm.

Directions for students: Print this page. Go to each of the links. Print your answers on the page. When you are finished, type them onto this page and submit your answers.

Name:

What state do you live in?

What town do you live in?

What school do you attend?

1. There are four oceans on the earth. Name two oceans from this page.

2. The Florida Department of Citrus and Orange Manufacturers introduced the "World's largest orange juice glass" –standing 8 feet tall and holding a LOT of orange juice—in support of National Minority cancer Awareness Week. How many gallons did it hold? Click on the Worlds' Largest Glass of Orange Juice to find out!

3. The name of this ocean animal might remind you of a quilt or a cat. It is a favorite food of ridley sea turtles. Name the sea creatures on this page.

4. You might find one of these in the north Atlantic. The tallest one on record was as tall as the Washington Monument—over 550 feet tall. Click on here to find the answer.

5. In the story of The Lonely Starfish, one of the names of the starfish is Stanley. What is the other Starfish's name?

6. Go to whopper whale and tell the real name of the whale.

7. Name the favorite water sport of this state.

8. Margaret Knight invented the machinery to produce something few of us could do without. What "something" is that? Click on the Mothers of Invention page to find out.

9. There are many different maps in the world today. Click on this page to find out what kind of map is displayed here.

10. This neat page has a hand language sign that is universally know. What does this hand sign stand for?

11. Many children have lived in the White House. Name the last 2 children who lived there.

12. This lighthouse is located just south of Tallahassee, Florida. What is the name of the lighthouse?

13. Jupiter has a very notable feature on its surface. What is the name of the feature?

14. Sir Francis Drake was a famous seaman in the 1500s. From what country is Sir Frances Drake?

15. Different languages spell the way an animal sounds. If you were in Germany, what sound would a dog make—spelled in German?

We hope you had fun answering and looking for the answers. Answer them correctly and get your name listed in the Summer Surfers Club!!!

submit answer	clear your answer

Measuring and Graphing Height

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will measure their heights on the first school day of each month and will make charts of their growth.

Grade level(s): K-2

Background: This lesson gives students insights about how much they grow and gives them practice at both measuring and developing graphs.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- ☐ interpersonal skills
- X information (record height information)
- ☐ systems
- ☐ technology

Foundation Skills:
- X basic skills (measure height, develop a graph, calculate averages)
- ☐ thinking skills
- X personal qualities (self-esteem)

Materials:
Yardstick or tape measure
Graph paper
Location to measure students

Procedure:
1. Introduce this lesson by reading several stories that illustrate the concepts of measuring and growth. Facilitate discussions about these concepts.

2. Explain the upcoming project in which each student will be measured on the first school day of each month and will graph their growth during the school year.

3. Introduce the measuring tools that will be used to measure students' heights. In most cases, a tape measure or yard/meter stick will be used.

4. On the first day of each month, have students work in pairs to measure each other and record their own measurements. Note: You will need to decide where the information should be recorded. Some classes keep a class log, others have students keep their height information in their journals.

5. Optional: At the end of the school year, arrange to have older students make an Excel spreadsheet of the class's student-height data.

6. After the second measurement, have students begin developing their own graphs. Note: You can have them make bar graphs or line graphs—either will work.

7. Several times during the school year, have the students update their graphs. Take this opportunity to discuss the rate at which each child is growing and that differences in growth rates occur (i.e., some children grow faster or slower than others).

8. At the end of the year, help students determine an average first grader's growth during the first grade year by identifying the tallest first grader and the shortest first grader at the beginning, middle, and end of the school year. Then they can find the averages during each time period by adding the tallest to shortest heights and dividing by two.

Evaluation:
Grade each student's graph for accuracy and neatness.

Write a Business Letter

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will learn about the parts and format of business letters and will write a business letter using the correct form.

Grade level(s): 4-12

Time: 2-4 days

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- ☐ interpersonal skills
- ☐ information
- ☐ systems
- X technology (use computers to process information)

Foundation Skills:
- X basic skills (use correct grammar and spelling, write a business letter in proper format)
- X thinking skills (make decisions)
- X personal qualities (self-management)

Proficiency Outcomes:
Writing: Students will use correct grammar and spelling to write a business letter in proper format.

Materials:
Samples of one or more business letters
Newspaper want ads
Writing paper and pencils
Computers, printers, and word-processing software

Procedure:

1. Have students work in teams to analyze one or more sample business letters. Have them identify by reading each letter: who? what? how? and why? Instruct them to mark where each question is answered—directly on the sample letter.

   In addition, ask them to identify the format for their letter, including:
   - What information does the heading contain?
   - Where is the date located? How is it written?
   - Where is the name/address of the person to whom the letter is being sent?
   - How is that person addressed (e.g., Dear? Ms.? Mrs.? Mr.? Is first name used?)?
   - What spacing is used throughout the letter (e.g., How many spaces are between the date and the addressee's information? between addressee and the salutation line? spacing between paragraphs? spacing between last line of last paragraph and the closing?)?
   - What is the general content in each paragraph?

2. Instruct students to work individually or in pairs to write a business letter to inquire about a job opening.

   Note: Have them find job-related information from the newspaper want ads. Of course, they can make up some of the information if needed.

   Remind them that their letters should contain answers to the questions: Who? What? How? and Why? This draft of the letter can be hand written or word processed—it's up to you.

3. Have peers review each other's letters (individually or in teams) to determine if the questions are answered and if the text can be clearly understood. Peer feedback should be given for each letter.

4. Once peer feedback has been incorporated into each student's letter, students should use the computer to word process their letter—putting it into an appropriate business letter format.

5. Once completed, they should compare their format to the sample format you provided at the beginning of the lesson.

Evaluation:
- Grade letters for format, grammar, and spelling using a rubric (e.g., Columbus Schools' writing rubric). A rubric will allow for students to understand what is expected of them and will help the teacher grade letters according to stated criteria.
- Place letters in students' writing folder/portfolio

Extensions:
- Write a cover letter
- Write a resume

PBJ Assembly Line

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will gain an understanding of the manufacturing process and the work environment by constructing a product (peanut butter and jelly [PBJ] sandwiches) on an assembly line.

Grade level(s): Grades 2-5 and special education (can be adapted for lower and higher grades)

SCANS skills incorporated into this lesson:

Workplace Competencies:
- X resources (allocate time and materials)
- X interpersonal skills (teamwork)
- ☐ information
- X systems (understand the manufacturing process)
- ☐ technology

Foundation Skills:
- X basic skills (read, write, math)
- X thinking skills (make decisions, solve problems)
- X personal qualities (self-management, individual responsibility)

Materials:
One or more jars of peanut butter (at least one jar for each eight students)
One or more jars of jelly (at least one jar for each eight students)
Hint: *If you have large jars, put some peanut butter and jelly in separate bowls or cups; one of each for each four students)*
Plastic knives (one for each peanut butter jar and one for each jelly jar)
Paper plates
Loaves of bread (several more than two slices per student)
Ziploc sandwich bags (one for each student)
Time-keeping tool (e.g., watch with second hand, stopwatch) (one for each four students)

Procedure:
1. Facilitate a discussion about how products are manufactured. Use an example that students can identify with (e.g., manufacturing of a bicycle).

   If possible, show a video that illustrates the manufacturing process.

2. Put all the materials (listed above) on a table and ask students to examine them. Ask the class

to give *you* instructions for making a PBJ sandwich. Note: You should follow each step—literally. For example, if the students' first instruction is to "Spread the peanut butter on the bread," you should roll the unopened peanut butter jar across the top of the loaf of bread. Of course, if the students have already told you to open the jar and pick up the knife, your actions would be different.

3. Discuss with students how important it is to give accurate and precise directions. Then give students practice at writing accurate and precise directions by challenging them to **write** their own directions for making a PBJ sandwich—making them as accurate as possible. Have students work in pairs to list (write) the steps needed to make a PBJ sandwich.

4. Have students **test** their instructions by match up two student pairs. Have one pair read their instructions to the other pair. The second pair should follow the instructions by taking each step *exactly* as told. Then discuss what students experienced and help them draw conclusions.

5. Introduce concepts related to assembly line construction of PBJ sandwiches by doing the following:

   a. In front of the class, have one student **time** how long it takes for another student to make a PBJ sandwich.

      Then have students **multiply** the amount of time by the number of students in the class. This will allow students to determine how much time would be needed for *one person* to make enough PBJ sandwiches for everyone in the class.

   b. Have students **predict** (guess) how long it would take to make the same number of PBJ sandwiches in an assembly line.

6. Divide students into teams of seven students each.

   Assign each student with one job:
   Job 1: Place two slices of bread on a plate.
   Job 2: Spread peanut butter on one slice of bread.
   Job 3: Spread jelly on the other slice of bread.
   Job 4: Put jelly side of bread on top of peanut butter side of bread.
   Job 5: Cut the sandwich in half.
   Job 6: Place the sandwich in a plastic bag, seal the bag, and set it aside.
   Job 7: Timer/observer: Time how long it takes to make 7 sandwiches; observe the team during the manufacturing process.

   Have students do their assigned assembly line tasks to make seven PBJ sandwiches.

7. Once all sandwiches are completed, determine the assembly times by asking the timers to record the assembly times on the board and then to total them.

8. Facilitate a discussion to:
   - Compare the amount of time needed for one person to make PBJ sandwiches vs. the time needed to make sandwiches using assembly lines.
   - Determine how the quality of the product may have been affected from individual vs. assembly line production. Note: In most cases, quality is improved when using assembly lines because each person becomes familiar with the skills involved in a specific job—and the quality of the product is improved.
   - Help students express what they learned from participating in an assembly line. Be sure to ask observers to share their thoughts. And help students see that teamwork and effective communication was critical to the team's success.
9. Allow each student to eat a sandwich. Yummm!

Evaluation:
Observe students as they work in teams to determine the effectiveness of their communication skills.

During class discussions, determine students' understanding of the concepts being taught.

Extensions: See Wreath Ornaments Assembly Line and Marketing Wreath Ornaments lesson plans.

Wreath Ornament Assembly Line

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will gain an understanding of the manufacturing process and the work environment by constructing a product (Christmas wreath ornaments) on an assembly line. This lesson is the second in a series; it would be most effective if taught after the PBJ Assembly Line lesson and taught before Marketing Wreath Ornaments lesson.

Grade level(s): Grades 2-5 and special education (can be adapted for lower and higher grades)

SCANS skills incorporated into this lesson:

Workplace Competencies:
- X resources (allocate time and materials)
- X interpersonal skills (teamwork)
- ☐ information
- X systems (understand the manufacturing process)
- ☐ technology

Foundation Skills:
- X basic skills (read, write, math)
- X thinking skills (make decisions, solve problems)
- X personal qualities (self-management)

Materials:
Green felt (for base of wreath ornament; cut into circle 3 ½- or 4-inch diameter; older students can cut their own, using a pattern designed by the teacher)
Two different shades of large green pom-poms
Small red pom-poms
Green cord
Glue
Scissors (if teams are cutting their own felt wreath bases)
One assembled Christmas wreath ornament (to use as a sample)
Time-keeping tool (e.g., watch with a second hand, stopwatch) (one for each 14 students)

Procedure:
1. If it has been a while since students participated in the PBJ assembly line, facilitate a discussion about how products are manufactured. Use an example that students can identify with (e.g., manufacturing of a bicycle). Ask them to summarize what they learned about assembly line production.

2. Put all the materials (listed above) on a table and ask students to examine them.

3. Hand out the student jobs and the diagram. Review them with the class.

4. Calculate times as follows:

   a. In front of the class, have one student **time** how long it takes for another student to make a wreath ornament.

      Then have students **multiply** the amount of time by the number of students in the class. This will allow students to determine how much time would be needed for *one person* to make enough wreath ornaments for everyone in the class.

   b. Have students **predict** (guess) how long it would take to make the same number of wreath ornaments in an *assembly line*.

5. Prepare students for assembly line production by dividing the class into teams of 14 students each.

Note: If students have advanced teamwork skills, do not give them the information provided in Steps 6, 7 and 8. Instead, have students determine and implement the assembly line steps/jobs by analyzing the sample ornament.

6. Assign each student to one job:
   Optional Job: Cut the green felt using a 3 ½ -or 4-inch wreath pattern.
   Job 1: Glue the green cord onto green felt.
   Job 2: Glue a light green pom-pom on top of green cord.
   Job 3: Glue a dark green pom-pom on the felt, immediately beside the first pom-pom.
   Job 4: Glue a light green pom-pom onto the felt, immediately beside the second pom-pom.
   Job 5: Glue a dark green pom-pom on the felt, immediately beside the third pom-pom.
   Job 6: Glue a light green pom-pom onto the felt, immediately beside fourth pom-pom.
   Job 7: Glue a dark green pom-pom on the felt, immediately beside the fifth pom-pom.
   Job 8: Glue a red pom-pom onto the felt, between the first and second pom-poms.
   Job 9: Glue a red pom-pom onto the felt, between the second and third pom-poms.
   Job 10: Glue a red pom-pom onto the felt, between the third and fourth pom-poms.
   Job 11: Glue a red pom-pom onto the felt, between the fourth and fifth pom-poms.
   Job 12: Glue a red pom-pom onto the felt, between the fifth and sixth pom-poms.
   Job 13: Glue a red pom-pom onto the felt, between the sixth and first pom-poms.
   Job 14: Timer/observer: Time how long it takes the team to make 20 wreath ornaments; observe the manufacturing process.

7. Have students practice the assembly line procedures with their job assignments. The teacher should be available to guide each student through their assigned job.

8. Instruct teams to start their assembly lines (without teacher guidance) to make 20* wreath ornaments.

   * This is enough for each student to take one home and for several to be used as classroom decorations. If you plan to have students market/sell their ornament, you will probably want them to manufacture more than 20.

9. Once all ornaments are completed, determine the assembly times by asking the timers to record the assembly times on the board and then to total them.

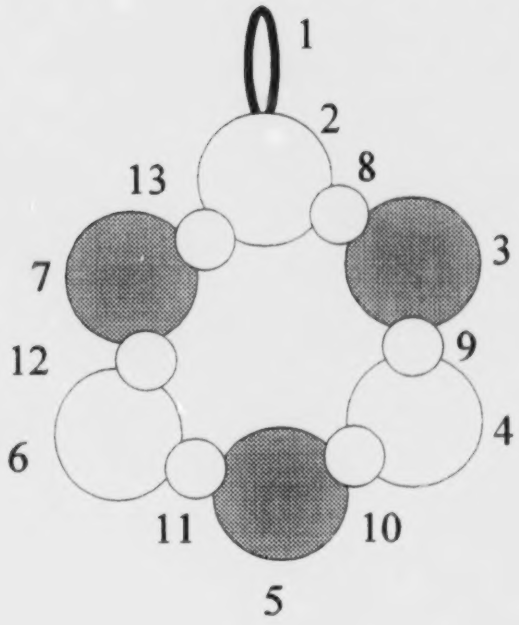
10. Facilitate a discussion to:
    - Compare the amount of time needed for one person to make wreath ornaments vs. the time needed to make ornaments using an assembly line.
    - Determine how the quality of the product may have been affected from individual vs. assembly line production. Note: In most cases, quality is improved when using assembly lines because each person becomes familiar with the skills involved in a specific job—and the quality of the product is improved.
    - Help students express what they learned from participating in an assembly line. Be sure to ask observers to share their thoughts. And help students see that teamwork (working together) and effective communication was critical to the team's success. Have them discuss what would happen if just one person didn't do their job.

Evaluation:
Observe students as they work in teams to determine the effectiveness of their communication skills.

During class discussions, determine students' understanding of the concepts being taught.

Extensions: See the Marketing Wreath Ornaments lesson plan.

Wreath Diagram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Marketing Wreath Ornaments

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will gain an understanding of the marketing/sales process and the work environment by marketing and selling a product that they have manufactured (Christmas wreath ornaments). The profits will be used to buy refreshments for a class holiday party.

Note: If you wish, any other items manufactured by the class can be sold. For example, the class could make refrigerator cookies, candles, or gift cards.

This lesson is the third in a series; it would be most effective if taught after the PBJ Assembly Line and Wreath Ornament Assembly Line lessons.

Grade level(s): Grades 2-5 and special education (can be adapted for lower and higher grades)

SCANS skills incorporated into this lesson:

Workplace Competencies:
- X resources (allocate time and materials)
- X interpersonal skills (teamwork)
- ☐ information
- X systems (understand the manufacturing process)
- ☐ technology

Foundation Skills:
- X basic skills (read, write, math)
- X thinking skills (make decisions, solve problems)
- X personal qualities (self-management, individual responsibility)

Materials:
Assembled Christmas wreath ornaments (or other items manufactured by students)
Envelopes
Order forms (developed by students)
Paper and pencils

Procedure:

1. Facilitate a discussion about the process by which manufactured products are marketed and sold. In addition, older students can do research on the topic.

2. Have the class come to agreement on the **price** at which their product will be sold to school employees (and students, if appropriate).

3. Work with the class to develop an order form to collect all needed information.

4. Have students work in teams to develop a strategy and tool for marketing the product. For example, they might develop a flier, a poster, or a television commercial.

5. Provide class time for student teams to present their marketing tool to the class and explain the marketing strategies they implemented.

6. Arrange for students to sell their products (e.g., cafeteria or going from classroom to classroom).

7. Have students work in pairs to take orders, deliver the product, collect the correct amount of money, and put both order forms and money in an envelope. They should then total the amount of items ordered and the amount of money collected, and turn in their envelopes to the teacher.

8. Once all sales are made, have the class total the amount of money that was collected. This will be the total amount available for the class's holiday party refreshments.

9. Have the class vote on what should be purchased with the available money. (Use approximate costs for estimation—so the class stays within its budget.)

10. Work with the class to write a shopping list. In most cases, the teacher will do the shopping. However, if you can arrange for a field trip to the grocery, the students can do their own shopping.

11. Facilitate a discussion to help students summarize what they learned.

Evaluation:

Observe students as they work in teams to determine the effectiveness of their communication skills.

During class discussions, determine students' understanding of the concepts being taught.

Is This Occupation for Men or Women?

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will identify occupations that they perceive are primarily for men or for women. Then they will discuss how work is important to both genders and describe how people are capable of performing many types of work. They will conclude that occupations are not inherently male or female.

Grade level(s): Elementary (can be adapted to middle- and high school)

Time: 20-30 minutes

Background: It is important for students of all ages to understand and believe that a wide range of occupations is open to them, and that gender is usually not a factor in choosing an occupation.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- X interpersonal skills (interpersonal communication)
- ☐ information
- ☐ systems
- ☐ technology

Foundation Skills:
- X basic skills (tally data)
- X thinking skills (analyze information, draw conclusions)
- ☐ personal qualities

Materials:
Is This Occupation for Men or Women? worksheet
Pencils (for students)
Chalkboard or newsprint

Procedure:
1. Have students complete the Is This Occupation for Men or Women? worksheet by following these steps:
    a. Give each student a worksheet.
    b. Point out that it is a list of occupations. If appropriate, read the list aloud and define any words that are unfamiliar to them.

c. Instruct students that they **must** pick ten occupations for women and ten for men. Have them write a ***W*** beside the women's occupations and an ***M*** beside the men's occupations. Tell them to be prepared to explain their decisions.

2. While students are marking their choices, write a three-column chart on the board or newsprint. As shown below, the first two columns contain space for writing the number of student who decided the occupation's gender was male or female. Write the occupation in the third column.

Man (M)	Woman (W)	Occupation
		doctor
		teacher

3. When the student worksheets are completed, tally the results on the board or newsprint. The easiest way to do this is to read one occupation at a time and ask for a show of hands from those who decided it was a man's occupation and then from those who decided it was a woman's occupation.

4. Facilitate a discussion by asking the following open-ended questions:
   - Why did a doctor (mayor, banker, lawyer) get so many ***M*** votes?
   - Does anyone in the class have a woman doctor? Know a woman lawyer?
   - Why did teacher (secretary, hair stylist) get so many ***W*** votes?
   - Are there any male teachers at our school?
   - Do you think jobs traditionally held by men pay more or less than those that are traditionally held by women?
   - Is there any occupation on the list that a woman *can't* do?
   - Is there any occupation on the list that a man *can't* do?
   - Where do we get our ideas of what is men's work and what is women's work?

   Help students conclude that occupations are not gender-specific and that they can choose any occupation that suits them—not just those that are traditionally done by men or women. (It is especially important that girls realize that traditionally male jobs are higher paying.)

Extensions:

- If your students would benefit from graphing the results, you could ask them to create a bar graph or pie chart that reflects the collected data.

- Invite guest speakers or have students interview men and women who work in nontraditional occupations. For example, invite a female construction worker and a male nurse.

- Show one or more video tapes that depict women in nontraditional careers. These are available to all Ohio teachers from the library at OSU's Center on Education and Training for Employment, 1900 Kenny Road, Columbus. The phone number is 614/292-6991. Note: The library has a wide range of materials in their gender equity and Tech Prep collections.

Is This Occupation for Men or Women?

Name ____

Instructions: This is a list of 20 occupations. Mark a ***W*** in front of 10 that should be done by women and mark an ***M*** in front of 10 that should be done by men.

W or M	Occupation
	doctor
	teacher
	cook
	banker
	lawyer
	store clerk
	mayor
	history teacher
	secretary
	grocery store manager
	police officer
	interior decorator
	hair stylist
	senator
	radio announcer
	model
	computer operator
	nurse
	cashier
	taxicab driver

Accountability for Attendance and Punctuality

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will participate in a classroom system that grades students on and rewards students for class attendance and punctuality.

Grade level(s): Mid-elementary through middle school (adaptable for high school)

Background: The workplace requires employees to show up daily and on time. Yet the school structure does little to teach the needed skills. This classroom system is designed to teach these skills.

SCANS skills incorporated into this lesson:

Workplace Competencies:

- ☐ resources
- X interpersonal skills (explain decisions to classmates, work in teams)
- X information (process information)
- ☐ systems
- ☐ technology

Foundation Skills:

- X basic skills (read, follow directions, total time, write checks, write reports)
- X thinking skills (make decisions)
- X personal qualities (self-management, individual responsibility)

Materials:

- Time clock (If you cannot locate a regular time clock, you can have students use the wall clock in the classroom. It is important that everyone uses the same clock.)
- Time cards (You can use the card provided or have students develop their own.)
- Paychecks (You can make copies of a personal check—whiting out your account name and numbers, of course)
- Bonus rewards (optional)

Procedure:

1. Introduce the class attendance system by asking them to discuss why attendance at work is important. For example, what if they went to the grocery store and no cashiers showed up for work, or were late for work? What would be the consequence for the store? The customer?

2. Develop a grading scale, using the total possible class hours in the grading period as the maximum amount of points. Post the grading scale for students to refer to when needed.

Remember: The point is to treat student attendance and punctuality in a manner similar to the way it is treated at work. The grading scale should reflect the workplace's intolerance for poor attendance. (Did you know that most workplaces give only 2-5 sick days for a *year*?!?)

3. Explain the system that the students will be following:

    - When students enter the room, they fill out their time card with the exact arrival time (using minutes—not seconds).
    - When students leave the room for any reason during the class, they fill out their time card with departure and re-arrival time.
    - When students leave at the end of the class period, they fill out their time card with the exact departure time.
    - Students will be given two *sick days* that may be used for excused or unexcused absences. These days will be paid at the regular rate.
    - Each student will be paid the same hourly rate. (The simplest way to do this is to pay $1 per hour. However, you may wish to reflect an actual employee's pay. This could be done by choosing an hourly rate equal to an entry level job that your students might have. Or you could ask students to investigate classified ads and/or the Internet for entry-level pay for a specific occupation.)
    - Paychecks will be given bi-weekly.
    - Student's total pay for a grading period will be equal to a grade. (Discuss the grading scale.)
    - Optional: Students with perfect attendance and punctuality (i.e., who receive the total possible pay) can receive a bonus (prize).
    - Students will work in teams, and their performance in assigned roles will be graded.

4. Randomly assign **roles**. To give all students practice in these roles, they can be changed monthly.

    Depending on the size of the class, more than one person could share the responsibilities of each role.

    Another option is to have students work on teams of 3-4, each team being responsible for keeping track of the time and pay of *another* team.

    Timekeeper (Tally the time cards.)

    Manager (Double-check the accuracy of the time card tallies.)

    Pay clerk (Write the paychecks and write a pay report for the teacher.)

    Sick day recorder (Keep track of used and remaining sick days.)

Discuss the responsibilities of each role and write them in a place where they can be referred to—on the chalkboard, newsprint, or paper that will be placed on a bulletin board.

5. In the first few bi-weekly cycles, be sure to give all students as much support and information as needed to successfully complete their role responsibilities. Then gradually withdraw your support so that students become self-sufficient in administering the time card-paycheck cycle. (This instructional strategy is called scaffolding—encouraging independent learning by giving students full support and then gradually withdrawing it.)

Evaluation:

In addition to grading the students' attendance and punctuality, it would be helpful to grade their effectiveness in their assigned roles. You can grade them for accuracy and for how they work with their co-workers.

Daily Time Record

Name			
Date	**Time In**	**Time Out**	**Total Minutes**
Total Hours			
Hours approved by:			

Conflict Resolution—An Important Interpersonal Communication Skill

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will practice appropriate interpersonal skills—related to conflict resolution.

Grade level(s): High school (can be adapted for younger grades)

Background: Many of the skills required for employees to succeed on the job are not taught in textbooks. This lesson addresses one of those critical skills.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- X interpersonal skills (work with diverse people, conflict resolution politeness)
- ☐ information
- ☐ systems
- ☐ technology

Foundation Skills:
- X basic skills (speak, listen)
- X thinking skills (making decisions)
- X personal qualities (sociability, self-management)

Procedure:

1. Facilitate a discussion about the importance of effective interpersonal communication skills when two people are trying to resolve a conflict. Ask students to discuss the interpersonal communication strategies that would be appropriate for resolving a conflict between two good friends. (You may want to give a classroom example that you know of.)

   List the elements that are important to effective conflict resolution. These include:
   - Listen
   - Restate the problem clearly
   - Make reasonable suggestions
   - Compromise
   - Remain courteous
   - Remain patient

   Note: These are the points students will be graded on. If you modify the conflict-resolution strategies you are recommending to students, be sure to change the rubric to reflect that.

2. Divide students into teams of three. Randomly assign each team member to a role: Speaker 1, Speaker 2, and Observer.

3. Have each team role play several interpersonal conflict situations. Instruct students that their **goal is to resolve the problem in a courteous manner**.

   It would be best to choose those that your students are familiar with and/or those that relate to occupational areas in which they are studying. Here are a few examples:

   - Speaker 1 is a customer who has a problem with a bill from a hospital (or theater box office, or computer store). Speaker 2 works for the business from which the service was purchased.

   - Speaker 1 borrowed Speaker 2's lab materials and didn't return them.

   - Speaker 1 returns late from lunch most days and Speaker 2 has to do that person's work until Speaker 1 returns.

   - Speaker 1 has a problem with a bill from a computer store. The customer is not a native English speaker and requires an interpreter. (This is a more advanced role play. Instead of being an observer, the third team member should role play the interpreter.)

   Be sure to rotate the roles so each student has a chance to take on each role.

4. Explain how students will be graded, using the rubric.

5. Once role plays are complete, facilitate a class discussion. Ask students to share their observations and experiences,

   Then ask open-ended questions, including:
   - What skills are most important to successful negotiation?
   - What was hardest about negotiating?
   - What occupations might require excellent negotiation skills?
   - Are there any occupations that require no negotiation skills? (Of course, there are not!)

6. After the role plays are complete, ask students to evaluate their negotiation skills. In addition, you may wish to ask students to evaluate the negotiation skills of their teammates.

Evaluation:
See the following rubric. In addition to teacher evaluation, students may also be asked to rate themselves.

Rubric for Conflict Resolution

	1 (Poor)	**2 (Good)**	**3 (Excellent)**
Serves customers/ clients	Does not listen. Does not restate the problem. Abruptly ends the conversation.	Listens most of the time. Restates the problem.	Always listens. Clearly restates the problem.
Negotiates	Makes unreasonable suggestions. Restates own position adamantly.	Makes somewhat reasonable suggestions. Attempts to compromise.	Makes reasonable suggestions. Successfully compromises.
Politeness	Is rude. Interrupts. Loses temper.	Attempts to be courteous. Does not interrupt most of the time. Shows signs of impatience.	Extremely courteous and polite. Never interrupts. Remains calm.

Giving and Receiving Instructions

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will practice giving and receiving instructions, including asking questions to clarify their understanding and responding appropriately.

Grade level(s): All grades

Background: Many of the skills required for employees to succeed on the job are not taught in textbooks. This lesson addresses several of those critical interpersonal communication skills. These skills are important for all employees—even if they don't have significant contact with the public.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- X interpersonal skills (negotiate)
- ☐ information
- ☐ systems
- ☐ technology

Foundation Skills:
- X basic skills (speak. listen, follow directions)
- X thinking skills (making decisions)
- X personal qualities (self-management, self-esteem)

Materials:
LEGOs, K'Nex, Tinker Toys, or other building materials
Dividers (e.g., file folders that will stand vertically on a table top or desk top between 2 students)

Procedure:
1. Facilitate a discussion about the importance of effective interpersonal communication skills when people are responsible for completing a task together. Ask students to discuss the interpersonal communication strategies that would be appropriate when completing a task (e.g., repairing a bicycle).

   List the elements that are important to effectively giving and receiving instructions. These might include:
   - Focusing on the other person.
   - Hearing what the other person is saying.

- Asking clarifying questions.
- Use appropriate nonverbal communication.
- Responding with appropriate information.

Note: These are the points students will be graded on. If you modify these, be sure to change the rubric to reflect that.

Explain how students will be graded, discussing the components of the rubric.

2. Divide students into teams of three. Randomly assign each team member to a role: Speaker 1, Speaker 2, and Observer. (To give each student a chance to develop and practice these skills, you will rotate these roles several times.)

3. Have each team work together by doing the following:

   a. Speaker 1 and Speaker 2 should sit in chairs facing each other. Place dividers as described:

      - If sitting at chairs with attached desks, a divider should be placed on each desk. The divider will allow the building space for each speaker to be hidden from the other speaker.

      - If sitting at regular chairs, students should sit at a table with a divider separating the space between the speakers. The divider will allow the building space for each speaker to be hidden from the other speaker.

   b. Observers should sit so that both speakers can be seen.

   c. Speaker 1 should *design* and *build* a small structure or shape using the building materials.

   d. Speaker 1 should *give* Speaker 2 *directions* for recreating the small structure/shape. Speaker 2 should ask as many questions as needed.

   e. Once both speakers believe that the task has been completed, Speaker 1 should *examine* the structure that Speaker 2 built.

   f. Ask the observer to talk with teammates to share ideas about the process that was observed.

   Repeat the activity, rotating the roles so each student has a chance to take on each role.

4. When the activity is completed, facilitate a discussion by asking students to share their observations and experiences.

   Then ask open-ended questions, including:

   - What skills are most important for teams to successfully complete a task?

   - What was hardest about communicating in this activity?

- What occupations might require excellent communication skills?
- Are there any occupations that require no communication skills? (Of course, there are not!)

5. You may wish to ask students to evaluate their own communication skills. In addition, you may wish to ask students to evaluate the skills of their teammates.

Evaluation:
See the following rubric. In addition to teacher evaluation, students may also be asked to rate themselves.

Rubric for Giving and Receiving Instructions

	1 (Poor)	2 (Acceptable)	3 (Excellent)
Focus on the person giving instructions or asking questions	Makes no eye contact. Uses negative body language. Makes negative facial expressions.	Makes some eye contact. Uses a moderate degree of body movement. Facial expressions are neutral or somewhat friendly.	Makes good eye contact, Body language is open to the other person. Facial expressions are friendly.
Hear what the other person is saying/ asking	Cannot repeat what the other person is saying/asking.	Can repeat what the other person is saying/asking—in the person's words, with no original examples.	Can repeat what the other person is saying/asking—in their own words, with original examples.
Respond with appropriate information	Gives cursory information or no appropriate information Does not ask clarifying questions or questions are not clear.	Gives generalized information. Asks a few clarifying questions and/or questions are somewhat clear.	Answers questions fully, checking to see that the other person understands. Asks clarifying questions; questions are clear.

Develop a Flier

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will develop a flier, brochure, or other computer-generated communication tool to announce a school project or event.

Grade level(s): Middle school, high school

Background: Projects like this teach students to use computer software to develop critical workplace skills. In addition, it is important to give students assignments that are *authentic*—that have a real-life application or purpose.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- X interpersonal skills (communicate with teammates)
- X information (evaluate and organize information)
- ☐ systems
- X technology (use word processing and/or layout software)

Foundation Skills:
- X basic skills (write effectively using communication tools)
- X thinking skills (make decisions)
- X personal qualities (individual responsibility, self-management)

Materials:
Computer, printer and software (e.g., Word, WordPerfect, and/or PageMaker)
Paper

Procedure:
When there is a need for a flier in your school or community, assign its development to student teams. Be sure to:

1. Discuss the purpose of the flier and strategies for making an effective communication tool.

2. Set standards for the flier's contents and appearance, including:
   - ✓ Contents should effectively persuade the audience, as appropriate.
   - ✓ Text should include accurate grammar and usage.
   - ✓ Use two font styles.
   - ✓ Use at least two font sizes.
   - ✓ Include one or more appropriate graphics.

If desired, assign team member roles, e.g., illustrator, writer, layout organizer.

3. Once fliers are completed, have students discuss the strategies they used. If desired, have teams evaluate and/or grade other teams' fliers.
4. If only one communication tool is needed, ask your class or another class to select the tool that will be used.

Evaluation:
You can use the rubric provided in this lesson or you can develop a customized rubric that includes the criteria described in Step 2 (above). If you do this, it is advisable that students contribute to its development.

Rubric for Brochure or Flier[1]

Instructions: Use the quality descriptions listed to determine the level of performance achieved in the following criteria.

Criteria	3	2	1
Content	Information is accurate. Information is complete.	Information is accurate. Information is not complete; one item is not included or several sub-parts are missing.	Information is not accurate. Information is not complete; more than one item is not included and/or some sub-parts are missing.
Presentation	Brochure/flier is very well organized. Contents were word processed and professionally presented. The message is clearly articulated to the intended audience. Graphics (e.g., clip art, lines, text boxes) are extremely effective and enhance the content appropriately.	Brochure/flier is organized. Contents were word processed, but fall below professional standards for appearance. The message is fairly clear and was designed around informing the intended audience. Graphics are somewhat effective and are used appropriately.	Brochure/flier lacks organization. Writing is sloppy. Contents were not word processed or were word processed but include many errors. The message is not aimed at informing the intended audience. Graphics are not included and/or are not effective.
Grammar and Spelling	Writing is generally free of errors in spelling, punctuation, and grammar.	Writing includes a small number (e.g., 1-3 per page) of errors in spelling, punctuation, and grammar, but the meaning of the writing is communicated.	Frequent errors in spelling, punctuation, and grammar impair the effectiveness of the content, although meaning may still be distinguishable. Attention to accuracy is missing.

---

[1] Source unknown

Develop a Brochure About Work Attitudes

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will develop a brochure that educates others about appropriate workplace attitudes.

Grade level(s): Middle school, high school

Background: Projects like this teach students to use computer software to develop critical workplace skills. In addition, it is important to give students assignments that are *authentic*—that have a real-life application or purpose.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- X interpersonal skills (communicate with teammates)
- X information (evaluate and organize information)
- ☐ systems
- X technology (use word processing and/or layout software)

Foundation Skills:
- X basic skills (write effectively using communication tools)
- X thinking skills (make decisions)
- X personal qualities (individual responsibility, self-management)

Materials:
Computer, printer, and software (e.g., Word, WordPerfect, and/or PageMaker)
Paper

Procedure:
1. Have students work in teams to research the attitudes that are important to employees' success in the workplace. Encourage them to ask parents, employers, local employers, and to do research on the Internet.

2. Discuss the purpose of the brochure and strategies for making an effective communication tool.

3. Set standards for the brochure's contents and appearance, including:

   - ✓ Contents should effectively educate the audience about appropriate workplace attitudes.
   - ✓ Text should include accurate grammar and usage.
   - ✓ Use two font styles.
   - ✓ Use at least two font sizes.
   - ✓ Include one or more appropriate graphics.

   If desired, assign team member roles, e.g., illustrator, writer, layout organizer.

4. Once brochures are completed, have students discuss the strategies they used. If desired, have teams evaluate and/or grade other teams' brochures.

5. If only one communication tool is needed, ask your class or another class to select the tool that will be used.

Evaluation:
The rubric on the following page can be used or you can develop a customized rubric that includes the criteria described in Step 2 (above). If you do this, it is advisable that students contribute to its development.

Brochure or Flier Assessment Rubric[2]

Instructions: Use the quality descriptions listed to determine the level of performance achieved in the following criteria.

Criteria	3	2	1
Content	Information is accurate. Information is complete.	Information is accurate. Information is not complete; one item is not included or several sub-parts are missing.	Information is not accurate. Information is not complete; more than one item is not included and/or some sub-parts are missing.
Presentation	Brochure/flier is very well organized. Contents were word processed and professionally presented. The message is clearly articulated to the intended audience. Graphics (e.g., clip art, lines, text boxes) are extremely effective and enhance the content appropriately.	Brochure/flier is organized. Contents were word processed, but fall below professional standards for appearance. The message is fairly clear and was designed around informing the intended audience. Graphics are somewhat effective and are used appropriately.	Brochure/flier lacks organization. Writing is sloppy. Contents were not word processed or were word processed but include many errors. The message is not aimed at informing the intended audience. Graphics are not included and/or are not effective.
Grammar and Spelling	Writing is generally free of errors in spelling, punctuation, and grammar.	Writing includes a small number (e.g., 1-3 per page) of errors in spelling, punctuation, and grammar, but the meaning of the writing is communicated.	Frequent errors in spelling, punctuation, and grammar impair the effectiveness of the content, although meaning may still be distinguishable. Attention to accuracy is missing.

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[2] Source unknown

Write an Application Letter and Resume

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will write an application letter and resume that are suitable for use in the job-search process.

Grade level(s): High school

Background: In today's job market, students will be in serious competition for high-wage positions. For every position that is available in any chosen field, there are numerous job candidates that are equally qualified. This means that job candidates need to sell themselves in a matter of just seconds—and without ever meeting their potential employers. An effective application letter and resume can give students an edge or eliminate them from the job pool. It is the first impression that a prospective employer will have. Therefore, it must be perfect. It needs to be both accurate and appealing to the eye.

It is important for students to realize that now is the time to get started preparing an effective application letter and resume—not after they graduate.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- ☐ interpersonal skills
- X information (acquire, evaluate, and organize information)
- ☐ systems
- X technology (use computers to develop business-quality materials)

Foundation Skills:
- X basic skills (read, write)
- X thinking skills (make decisions)
- X personal qualities (self-management, individual responsibility, integrity)

Objectives:
The students will:
- Describe what should be included in an application letter and resume.
- Complete a resume worksheet.
- Organize and format their application letter and resume.

Materials/Resources:
The Job Hunting Handbook, Fourth Edition, published by Dahlstrom and Company, Inc., 1993

Resume Worksheet (attached)

Any other sources of career exploration information

Computer/printer and word-processing software

Procedure:

1. Facilitate a class **discussion** about the current job market.

2. Have students **research** and **discuss** occupations that are available and current trends in the local job market. They can identify job availability/requirements through Internet sites (e.g., monster.com), library books, and the newspaper.

3. Have students **choose a career** that interests them. Have them do further research, if needed.

4. Instruct each student to complete the **Resume Worksheet**, using their personal information and applying it to their chosen occupation.

5. Have students **review** several different formats for application letters and resumes. (You can provide these or have students locate their own.)

   Students should **choose** the most appropriate format and then **write** and format their application letter and resume.

   Be sure students proofread their work; there should be absolutely no mistakes! In addition, encourage peer review for both clarity of content and proofreading.

6. Collect completed application letters and resumes.
   Review them and make suggestions and corrections as needed.

7. Have students make the needed **corrections** until they have a clear, accurate, and grammatically correct application letter and resume.

8. Facilitate a **discussion** about the necessity of having an application letter and resume that is not only accurate and correct, but that is also pleasing to the eye.

Extensions: Have students use their letters and resumes as part of a mock interview process.

Evaluation: Use a rubric (e.g., Columbus Public School's writing rubric or one that you develop alone or with the input of students) to grade the final version of students' letters and resumes.

Resume Worksheet

Heading (Include your personal information.)

First Name, Middle Initial, Last Name

Street Address, Apt. Number, City, State, Zip

Area Code, Telephone Number

Objective (Describe the position you are seeking and/or the type of work you would like to do.)

Education (List two or three courses which would impress an employer.)

Course Name	Year Completed	School's Name	City, State

Skills (Name the first skill needed for your occupation and give an example of how you have used it.)

(Name the second skill needed for your occupation and give an example of how you have used it.)

Work History (List the title, dates of employment, employer, job description, and 3-4 job responsibilities.)

____

____

____

Honors and Awards (List name of award, date, and describe the purpose of the award.)

____

____

____

Clubs and Organizations

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____

____

Hobbies

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Worksite Questionnaire

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will visit a local employer and gather information about the workplace, its policies, and its clients.

Grade level(s): Middle school, high school

> **Important!** This is not an introductory activity. It should be conducted after a wide range of in- and out-of-class worksite learning activities.

Background: This is a form of job shadowing that can be arranged by students and done outside of school. However, teachers **must** make sure to adequately prepare students for this activity.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- X interpersonal skills (communicate with others, work well with diverse people)
- X information (gather and evaluate information)
- ☐ systems
- ☐ technology

Foundation Skills:
- X basic skills (take notes, summarize)
- X thinking skills (make decisions)
- X personal qualities (get along with others)

Materials:
Worksite Questionnaire
Written summary of worksite visit purpose and goals (for students to give to worksite contact people)
Computer, printer, and word-processing software

Procedure:

1. After extensive worksite learning activities, prepare students to investigate a community business. Facilitate discussions about appropriate dress, behavior, and make suggestions for taking notes during the visit. In addition, review the questions on the Worksite Questionnaire. Encourage students to add appropriate questions when they are at worksites.

2. Write a summary of the worksite visit purpose and goals—for students to give to worksite contact people. If possible, have students write the summary and put it in a neat and clear format.

3. Support students as they locate worksites, share written summary with targeted worksite contact people, and make worksite visits.

4. After worksite visits, facilitate a class discussion so that students can hear what their classmates learned during their visits.

5. Instruct students to write a summary of what they learned about the worksite they visited. Or, if you prefer, have students write a letter of advice to a fictitious classmate whose goal is to be employed by the visited worksite. For example, a letter might include advice about what courses to take, what skills to develop, and/or what type of clothes to expect to wear to work.

   Note: This report should be word processed and should meet the standards expected of written business communications.

Evaluation:

- Grade students' written responses to the questionnaire items and the insights they have about the worksites they visited.

- Grade students summaries/letters for clarity, grammar, and neatness. In other words, grade them to a standard that would be expected of written business communications.

Extensions:

There are resources internship resources within the Columbus Public School District:

- The School to Careers grant supports Fifth-Grade Job Shadowing.

- The District support Groundhog Day through the Career Education office.

Worksite Questionnaire

Name ____

Business Visited ____________________________________

1. Who are your main customers or clients?

2. What are your company's policies concerning employees' dress? attendance? attitudes?

3. What percentage of your employees have a:
    - Four-year degree?
    - Two-year degree?
    - High school diploma?
    - No high school diploma?

4. Does your company offer a tuition reimbursement program?

5. What computer software is most used here?

6. What computer applications do you suggest the schools have students learn?

7. What subjects and/or skills are most important for you entry-level employees to be strong in?

8. What is the most important thing the schools should teach students to prepare them for their first jobs?

Social Interaction

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will practice appropriate social behavior by giving and receiving proper, formal greetings and positive appreciation.

Grade level(s): Elementary, Special education, Middle school

Background: In the workplace and the community, students will encounter many unfamiliar and sometimes uncomfortable situations. By giving them in-school practice, they will be better prepared to handle themselves appropriately in these situations.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- X interpersonal skills (appropriate interpersonal communication)
- ☐ information
- ☐ systems
- ☐ technology

Foundation Skills:
- ☐ basic skills
- ☐ thinking skills
- X personal qualities

Procedure:

1. Facilitate a discussion about the importance of effective interpersonal communication at school, church, and the community. Ask students for examples and provide a few of your own, as needed.

   Help students conclude that these skills will also be critical to their success in the workplace. In addition, students will need to develop the skills of talking with adults (who are not parents or teachers) when they do job shadowing and internships.

2. Divide the class into student pairs.

   - Ask each student to practice giving and receiving a greeting (e.g., "Hello. How are you doing today?").

   - Ask each student to practice giving and receiving a statement of appreciation (e.g., "I think you did a great job on that project!").

See the Extensions section for additional suggestions.

3. Facilitate a discussion about situations with adults that might be encountered in the workplace and ask students to make suggestions for handling them.

Evaluation:
Do some or all of the following:

- Ask students to assess their own skills at giving and receiving greetings and appreciation.
- Ask teammates to assess their skills at giving and receiving greetings and appreciation.
- Observe students as they perform their assigned tasks.
- Ask students to greet the teacher and give the teacher a statement of appreciation.

Extensions:

- For middle school students, write workplace **scenarios** and ask students to role play them. These situations could involve meeting a potential employer for an interview, introducing self to an internship mentor, asking for needed materials to do a job, and/or receiving constructive criticism.
- Give student pairs a **topic** to discuss (e.g., presidential election, a school event). Have one person be the speaker and the other be the listener; then have them switch roles.
- Give student pairs a **problem** to solve (e.g., develop a plan for starting a school recycling program, make suggestions for improving school lunches, determine how to collect money for a family whose house has been burned). Require them to come up with a solution in a cooperative way.

Teamwork Skills

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: This lesson gives ideas for helping students develop and practice their skills at working in teams. In the workplace, teamwork skills are needed by almost every employee. It is important that students learn these skills early and have opportunities to practice them often.

Grade level(s): Elementary, special education (can be adapted for older students)

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- X interpersonal skills (interpersonal communication)
- ☐ information
- ☐ systems
- ☐ technology

Foundation Skills:
- X basic skills (varies by topic)
- X thinking skills (problem solving, decision making)
- X personal qualities (individual responsibility, sociability, self-management)

Procedure:
Have students participate in one or more of the following projects. (Don't let the fact that details aren't provided deter you from using them. The lack of structure will give you and your students an opportunity to develop the parameters yourselves!)

- Have students create a product and try to sell it to the class. Use the book *The Great Inventors* as a springboard.

- Have students create a town where students buy and sell products. Use the book *Roxaboxen* as a springboard.

- Set up a class store. Students can buy items using play money. Have them take turns being cashier, buyer, and record keeper.
  Hint: In Columbus, inexpensive items can be purchased from Yankee Trader and Star Beacon.

- Have students organize and conduct a fundraiser and/or work as cashiers. Events might include bake sales, popcorn sales, and ornament sales.

Evaluation:
You can use the attached self-evaluation, team member evaluation, and teacher evaluation forms to assess students' teamwork skills, or better yet, have the class develop its own.

Team Member Performance During Projects
Self-Evaluation[3]

Name: ____

Instructions: Think about your performance on this project. Then use the following scale to rate your performance.

1 = No opinion/don't know
2 = Strongly disagree
3 = Disagree
4 = Agree
5 = Strongly agree

	Circle one:
1. I followed through with assigned tasks/responsibilities.	1 2 3 4 5
2. I participated in the team's assigned learning activities.	1 2 3 4 5
3. I offered suggestions for completing tasks and solving problems.	1 2 3 4 5
4. I supported my teammates when difficulties arose.	1 2 3 4 5
5. I treated my teammates' ideas with respect.	1 2 3 4 5
6. I asked questions when I needed more information or did not understand a task.	1 2 3 4 5
7. I had good attendance during the project time.	1 2 3 4 5

Write at least one thing you liked about how you worked within your team:

____

____

____

____

Write at least one thing that you could have done better within your team:

____

____

---

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Team Member Performance During Projects
Team Member Evaluation[4]

Name of evaluator: ______________________________

Name of teammate being evaluated: ______________________________

Instructions: Think about your teammate's performance on this project. Then use the following scale to rate his/her performance.

1 = No opinion/don't know
2 = Strongly disagree
3 = Disagree
4 = Agree
5 = Strongly agree

This teammate:	**Circle one:**
1. Followed through with assigned tasks/responsibilities.	1 2 3 4 5
2. Participated in the team's assigned learning activities.	1 2 3 4 5
3. Offered suggestions for completing tasks and solving problems.	1 2 3 4 5
4. Supported other team members when difficulties arose.	1 2 3 4 5
5. Treated other team members' ideas with respect.	1 2 3 4 5
6. Asked questions when s/he needed more information or did not understand a task.	1 2 3 4 5
7. Had good attendance during the project time.	1 2 3 4 5

Write at least one thing you liked about how your teammate worked within the team:

____

____

____

Write at least one thing that your teammate could have done better within the team. Remember: Gentle feedback is appreciated.

____

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Team Member Performance During Projects
Teacher Evaluation[5]

Name of the student being evaluated: ____________________

Instructions: Think about this student's performance on this project. Then use the following scale to rate his/her performance.

1 = No opinion/don't know
2 = Strongly disagree
3 = Disagree
4 = Agree
5 = Strongly agree

This student:	**Circle one:**
1. Followed through with assigned tasks/responsibilities.	1 2 3 4 5
2. Participated in the team's assigned learning activities.	1 2 3 4 5
3. Offered suggestions for completing tasks and solving problems.	1 2 3 4 5
4. Supported teammates when difficulties arose.	1 2 3 4 5
5. Treated teammates' ideas with respect.	1 2 3 4 5
6. Asked questions when s/he needed more information or did not understand a task.	1 2 3 4 5
7. Had good attendance during the project time.	1 2 3 4 5

Write at least one thing you liked about how the student worked within the team:

____

____

____

Write at least one thing that the student could have done better within the team.

____

____

____

Additional comments:

____

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Nutritious Snacks

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will plan and prepare a nutritious snack for senior citizens at a local nursing home.

Grade level(s): Elementary, special education
Note: This lesson was originally written for students in grades K-1 and their adopted nursing home.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- X resources
- X interpersonal skills (interpersonal communication, teamwork)
- X information (gather and analyze information)
- ☐ systems
- ☐ technology

Foundation Skills:
- X basic skills (measure, write, summarize)
- X thinking skills (make decisions)
- X personal qualities (self-management, sociability)

Notes:
- Teachers are encouraged to give students as much responsibility as possible—depending on their ages. Remember that students will benefit more from student-centered activities than they will from teacher-centered activities.
- Structure the class into teams so that different teams have different responsibilities throughout the project.
- It may be appropriate for the class to have a fundraising activity to cover the costs of this project.

Procedure:

1. **Facilitate a discussion about nutrition** (i.e., why eating healthy food is important and that healthy food can be tasty.) Address key points about good nutrition, including how it is the foundation upon which a positive, healthy lifestyle can be achieved. Have students do reading and research as appropriate.

2. Work with students to **choose a snack** that they will make for nursing home residents (or other senior citizens). Depending on the age of the students, you can give students several choices or have them choose from one or more cookbooks.

3. Once a snack is chosen, have students **make a list of ingredients and kitchen items** needed to prepare and package the snack. Optional: Have students calculate the projected cost of the ingredients.

4. **Shop** for the ingredients and gather kitchen items. Optional: Have students calculate the cost of the ingredients.

5. Have student **follow the recipe** to prepare the snack, making sure to measure ingredients accurately.

6. Have students **package the snack** for distribution.

7. Take students to a place where they can **distribute the snack** to senior citizens.

8. **Facilitate a discussion** about what students learned throughout the project. Help them identify what they liked best, disliked, and the skills that were learned or practiced.

9. Depending on the age and skills of students, have students **write** something about what they learned by participating in the project. For example, ask them to write a journal entry about what they liked best. Or ask them to write a list of the steps (procedure) taken to prepare the snack.

Evaluation:
Make and record observations to evaluate students' effectiveness, teamwork skills, and ability to achieve assigned tasks throughout this project.

Evaluate the writing described in Step 9, grading it for clarity, neatness, and grammar.

Design and Build a Skyscraper

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will use nontraditional materials to build the highest skyscraper (tower) they can.

Grade level(s): All grades

Background: Design projects (i.e., learning activities that require students to *design a product*) give opportunities to students of all ages to integrate their problem-solving skills, process skills, and scientific principles through hands-on applications. Design projects offer some of the best real-life **problem-solving** practice—especially for integrating learning of science and math. Design activities let them practice math, science, communication, and many of the SCANS skills.

Design projects are different from most types of traditional instruction because they encourage exploration—they are open-ended and inquiry-based. They do not prescribe a specific procedure (i.e., step 1 + step 2 + step 3 = correct answer). Instead, they require students to explore a variety of options and pick the best one. In some cases, the selected design must comply with constraints—resembling real-world design limitations.

Because of the trial-and-error nature of the design process (i.e., the scientific process), students should **record their actions, predictions, observations, and conclusions**. If desired, you can have them use the data sheet or design log included in this lesson.

- The **Design Data Sheet** has space for each team member's name and descriptions of designs. Both teams and individual students can use this data sheet.
- The **Design Log** should be used when students are developing a design that will solve a given problem. Space is provided to sketch designs and describe the process used when refining the design.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- X resources (allocate time and resources)
- X interpersonal skills (teamwork, diversity)
- ☐ information
- ☐ systems
- ☐ technology

Foundation Skills:
- X basic skills (measure)
- X thinking skills (make decisions, solve problems, negotiate)

X personal qualities (individual responsibility, self-management)

Materials (for each student pair):
2 pieces of paper
10 paper clips (for younger students or those who discourage easily, substitute 6-8 inches of masking tape for the paper clips)
Scissors
Design Data Sheet or Design Log

Hint: You will also need a yardstick or measuring tape to measure skyscraper heights. Alternatively, you can place a strip of masking tape vertically on a wall or doorjamb starting at the floor and extending about 5 feet; the names or initials of each student pair can be written at the respective skyscraper heights.

Procedure:

1. Have students work in **pairs**.
   If desired, assign **roles** of materials manager, construction manager, recorder, and reporter; each person will take on two roles.

2. Give students the following **instructions** (and no other information):
   - Build a skyscraper.
   - Only the materials provided may be used to build the skyscraper.
   - The skyscraper must be freestanding. It cannot lean against a wall or be held up.
   - Skyscrapers must be brought to the tape on the wall for measuring (optional).

   Have students **record** their design process on the Design Data Sheet or Design Log.

3. Have the STUDENTS **measure** the height of each structure as it is completed. If you are using the masking tape measuring site, have students bring their skyscrapers to the wall and write their initials/names at the respective skyscraper heights.

4. When all skyscrapers have been measured, announce the team with the tallest skyscraper.

5. Have students walk around the room to examine all of the skyscrapers.

6. Facilitate a **discussion** about:

   - The **design strategies** that made some skyscrapers more successful than others. Be sure to relate building skyscrapers to building houses and office structures.

     Note: There is no one right way to design a skyscraper. Most student teams will be very creative!

- How teams used the scientific process as they planned and built their skyscrapers. The scientific method has some basic steps that can be used when solving just about *any* problem.

- How students performed as members of teams. Ask students to reflect on what they did well and what behaviors and communication strategies they could improve.

- Design-related careers, which include engineering (e.g., civil, structural, industrial) and architecture. Work responsibilities include designing consumer products, packaging for products, buildings, bridges, highways, and railroads. During discussion, help students recognize that their activities generally mirrored those of architects and engineers.

Evaluation:
Evaluate students' performance as team members and skyscraper planners/builders.

Extensions:

- Assign a dollar value to all of the materials. Have each student team calculate the cost of its skyscraper.

- Let students repeat the activity, but instruct them to take 15 minutes to experiment with scratch paper before they actually begin their second construction.

- Allow students to complete the exploration exercise with different materials. Instruct students that their goal is to build a structure as high as they can with some or all of the materials. Materials can include the following:
  - ⇨ Use miniature marshmallows, spice drops, modeling clay, and/or dried peas that have been soaked in water as connectors.
  - ⇨ Use uncooked spaghetti, toothpicks, plastic rods, and/or straws for building materials.

- Have students work in pairs to design a bridge that will span the distance between the arms of a chair so that the center of the span will support a roll of toilet paper—using the fewest possible materials. Materials might include tongue depressors, pipe cleaners, empty milk cartons, plastic rods, paper clips, and/or straws.

- Challenge students construct their tallest possible freestanding structure using no more than 25 building pieces (e.g., K'NEX, LEGOs®).

- Challenge students to construct their longest possible freestanding bridge using only newspaper (no other materials or equipment).

Design Project Resources:
Some excellent resources for additional design project ideas follow. Many more are available though science/math materials suppliers such as William Sheridan & Associates, just north of Columbus off of Rt. 23. 740/548-0575 (not long distance).

The Art of Construction: Principles and Projects for Beginning Engineers and Architects by Mario Salvadori. (Vocational Marketing Services, 1990)

Inventors Workshop by Alan McCormack. (Pitman Learning, Inc., 1981)
Kid Tech: Hands-on Problem Solving with Design Technology by Lucy Miller. (Dale Seymour Publications, 1998)

More Engineering Projects for Young Scientists by Pater Goodwin. (Frank Alin Watts, 1994)
Science Wise: Discovering Scientific Process Through Problem Solving, books 1, 2, and 3, by David Holley. (Critical Thinking Books & Software, Inc., 1996)

Why Buildings Stand Up: The Strength of Architecture by Mario Salvadori. (Vocational Marketing Services, 1983)

Design Data Sheet

Construction Manager ________________ Materials Manager ________________________
Recorder __________________________ Reporter _____________________________

INSTRUCTIONS: Write about and/or draw your exploration of designs in the chart below.

Trial	Action (What we will do.)	Prediction (What we think will happen.)	Result (What happened.)	Conclusion(s) (Why we think it happened.)
1				
2				
3				
4				

CONCLUSIONS:
____
____
____
____

Design Log

Name(s) ____

INSTRUCTIONS: Complete the following steps and record your actions on this log. Use extra paper if needed.

1. Define the problem in your own words.

2. Sketch and label two or more solutions.

3. Select the best solution and explain why you decided on this solution.

4. Do a final sketch of the solution and then **make it**.

5. Try out your model and make any final changes.

6. Evaluate your solution. What do you like about it? What would you do differently next time? What new things have you learned?

Plan a Trip

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will plan a trip, staying within a budget.

Grade level(s): Upper-elementary, special education, middle school, high school

Background: This type of project allows students to learn real-life skills in a real-world context. The more experiences like this that teachers can give students, the better prepared they will be for work, home, and community tasks.

SCANS skills incorporated into this lesson:

Workplace Competencies:
X resources (allocate time, allocate money by staying within a budget)
X interpersonal skills (teamwork)
☐ information
☐ systems
☐ technology

Foundation Skills:
X basic skills (math calculations, write, read, speak, listen)
X thinking skills (make decisions, solve problem)
X personal qualities (self-management, individual responsibility, sociability)

Materials:
Maps, *AAA Guidebooks*, brochures from hotels, restaurant menus
Internet access

Procedure:

1. **Introduce** the project to the class, discussing how a lot of different steps are involved in planning a trip. Help students talk through the steps.

2. Divide the class into **teams** of 3-4.

3. Have each team **plan a trip**. It is easiest if each team plans the same trip, but you may wish to have different teams plan different trips. Here are some options (or develop your own):

   - Plan a two-day visit of a high-level New York businessman to a Columbus company. Include costs for round-trip airfare, hotel, ground transportation, and meals. Map out the travel route. Budget: $800.

- Plan a one-day trip for a family of four to Cedar Point (or Kings Island). Include costs for transportation (including mileage), meals, souvenirs, and admission tickets. Map out the travel route. Budget: $300

- Plan a two-day (overnight) trip for a family of four to Cedar Point or (Kings Island). Include costs for transportation (including mileage), hotel, meals, and admission tickets. Map out the travel route. Budget: $500.

4. Have students write a written report about the planned trip, the associated costs, and make an oral presentation to the class. Encourage them to provide appropriate visual aids for the presentation.

Evaluation:
Evaluate students on their interaction with teammates, their ability to stay within the stated budget, and the quality of their reports.

Women in U.S. History

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will individually research a variety of women who have had an impact on U.S. history and society. Then they will work in teams to prepare and deliver an interesting, creative, well organized presentation for the class.

Grade level(s): Middle school, high school (can be adapted for upper-elementary grades

Background: Most history books do not include the contributions that many women have made to American society. This project will help students learn about some of these women, their contributions, and the impact they have had on our culture and society.

It is suggested that the next lesson be done after or in conjunction with this lesson.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- X interpersonal skills (communicate with teammates, make oral presentation)
- X information (gather, sort, and synthesize information)
- ☐ systems
- X technology (use technology to gather information)

Foundation Skills:
- X basic skills (read, write)
- X thinking skills (make decisions)
- X personal qualities (individual responsibility, self-management)

Citizenship Learning Outcome: Know that many different people with diverse backgrounds make up our nation today.

Materials:
Women in U.S. History student instruction sheet and team project plan sheet
Women in U.S. History team reflection and evaluation form
Library materials and/or Internet information
Props for students presentations

Procedure:

1. Facilitate a **discussion** about the important contributions that some women have made throughout history. Depending on the subject you teach, you may wish to start out by saying something like:
    - Did you know that many female scientists and mathematicians have made significant contributions to our society? For example, Anna Wessels Williams did research that was instrumental in the development of a diptheria antitoxin.
    - Did you know that Dorothy Chisolm was the first female African-American to be elected to Congress? She forged the way for many other women and African Americans to follow.

    Explain that most textbooks don't include information on these women, so the class will be doing some research of its own.

2. Divide students into **teams** of 3-4. Give the following **instructions**:
    a. Each team member should choose a woman that they would enjoy researching, and use library and Internet resources to locate important information and interesting facts about that person.
    b. Team members should discuss the information gathered about each woman who was researched, including achievements, barriers faced, friends, society, etc.
    c. Teams will be responsible for presenting what they learned to the class in an interesting, creative, and well organized fashion. Appropriate visual aids/props should be used to enhance the presentations.
    d. Negotiate a schedule for completing this work. Space is provided on the student instruction sheet to write project deadlines.

3. Once the research and discussions are completed, have students make their **presentations**.

4. Have each student complete a **Team Member Evaluation and Reflection form**.

5. Facilitate a **discussion** to help students reflect on their roles when working in teams and the importance of developing interpersonal communication and oral presentation skills as preparation for success in the workplace.

Suggestion about additional resources:
Get several books for students to examine in your classroom. Several book published by Adams Media Corporation, Holbrook, Massachusetts include:
365 Women Who Made a Difference
The Remarkable Lives of 100 Women Healers and Scientists

Evaluation:

- Have students complete team evaluation forms.
- Grade presentations for preparedness, content, creativity, and overall presentation.

Women in U.S. History
Student Instructions

Work in teams of 3-4.

Each team member should select one woman's name from the list to research. Each of the women should be from a different field. If you wish to research a different woman, ask for permission from your teacher.

During your research time, assemble biographical material about the woman you have chosen. Emphasize her major achievements, ways in which she helped improve American life, and any contributions she made to improve rights for women in America. (Many of these women were not out to make an impact on women's rights. However, some of their achievements did lead to opportunities for other women.)

Once your research is completed, get together with team members and discuss all of the most important and interesting facts about the women you are studying. Exchange facts about achievements, barriers faced, friends, society, etc.

Your team should prepare a presentation for the class based on what has been learned.

- Your presentation should be easy to understand, well organized, and creative. Perhaps plan a skit with each member portraying one of the women studied.
- Make your presentation interesting as well as entertaining, and enjoyable for those participating and your audience. In other words, do not just stand in front of the class and read your notes.
- You may use props or costumes if it will enhance your presentation.
- It's fine to use humor but be sure to make it appropriate, as the overall mood and tone should be serious.

If class time is not enough to plan your presentation, arrange for additional time (e.g., talk during lunch or have a four-way phone conversation).

Your grade will be based on your ability to work well with your peers, your research, and the creativity and organization of your class presentation.

Women in U.S. History
Team Project Plan

Student's Name: ______________________________

Names of Other Team Members: ______________________________

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Project schedule:

DAY	TASKS
	Team members decide who each person will research. Teams discuss the format for presentations, including any materials or props that might be helpful or required.
	Students do research about the selected woman individually.
	Teams plan and prepare final presentation.
	Teams make presentations.

The Women:

Margaret Bourke-White
Helen Hunt Jackson
Amy Lowell
Louisa May Alcott
Eleanor Roosevelt
Jeanette Rankin
Helen Tausing
Susan B. Anthony
Isadora Duncan
Ethel Barrymore
Mary Cassatt
Frances Perkins
Gertrude Stein
Margaret Mead
Sandra Day O'Connor
Marian Anderson
Jeanne M. Holm

Abigail Adams
Billie Holiday
Lillian Wald
Anna M. Rosenberg
Gertrude Stein
Sojourner Truth
Georgia O'Keefe
Clara Barton
Maria Mitchell
Helen Hayes
Willa Cather
Malivina Hoffman
Robyn Smith
Florence Sabin
Rachel Carson
Constance Baker Motley
Angelina & Sara Grimke

Emma Lazarus
Anne Sullivan
Pearl Buck
Alice Paul
Harriet Tubman
Ella Grasso
Jane Adams
Emily Dickinson
Rachel Carson
Mary M. Bethune
Barbara Jordan
Mary Lyon
Barbara Walters
Harriet B. Stowes
Janna Lambine

Women in U.S. History
Team Evaluation

Student's Name: ______________________________

Names of Other Team Members: ______________________________

____

1. Describe how your team worked together. For example: Who did what? How well did each team member cooperate? Did everyone make a solid contribution? Did one member of the team take charge as a leader? ______________________________

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2. Rate yourself in the following areas. Rating scale: 1-5. 1 = low 5 = high

I worked well with team members. __________
I conducted high-quality research. __________
I was creative and imaginative. __________
I was prepared to answer audience questions. __________
My presentation was well organized and easy to understand. __________

3. If you were given this assignment again in a few months, what might you do differently? Be specific. ______________________________

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The Greatest Talk Show Ever—Women in U.S. History

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will individually research a variety of women who have had an impact on U.S. history and society. They will work in teams to develop a game show the includes interesting and informative questions/answers about women in U.S. history.

Note: This lesson was designed to follow the *Women in U.S. History* lesson. However, if you cannot teach both lessons, you may incorporate both lessons into one. The instructions are included in this lesson plan.

Grade level(s): Middle school, high school (can be adapted for upper elementary grades)

Background: Most history books do not include the contributions that many women have made to American society. This project will help students learn about some of these women, their contributions, and the impact they had on our culture and society.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- X interpersonal skills (communicate with teammates, make oral presentation)
- X information (gather, sort, and synthesize information)
- ☐ systems
- X technology (use technology to locate information)

Foundation Skills:
- X basic skills (read, write)
- X thinking skills (make decisions)
- X personal qualities (individual responsibility, self-management)

Citizenship Learning Outcome: Know that many different people with diverse backgrounds make up our nation today.

Materials:
Student Instruction sheet and team project plan sheet
Team Reflection and Evaluation form
Library materials and/or Internet information
VCR
Video camera
Index cards

Procedure:

1. If your students have *not* participated in the Women in U.S. History lesson, facilitate the introductory discussion about the important contributions that some women have made throughout history—as described in that lesson plan.

2. Have the students **view video-taped** clips of three five-minute segments of different talk shows (e.g., Oprah, Rosie O'Donnell). Discuss what makes these programs *appealing* to the public as well the careers associated with the production of talk shows. Ask, "What makes one program more successful than another?" Also discuss the guests that appear on the show and why they are chosen and what makes them interesting to the public. Emphasize the variety of careers of the guests.

3. Pass out and discuss the **Student Instruction sheet**.

   If possible, work with students to negotiate a **schedule** for completing this work. Space is provided on the student instruction sheet to write project deadlines. Generally, teams will need 2-3 preparation days (or 4-6 half-days).

4. Have teams of 4-6 to get together to **prepare** for the presentation of their talk show. They will need to make decisions about the general layout of program, the name of the show, who will be interviewed, research necessary career and individuals, and decide who will role play each part.

5. Have student teams make their **talk show presentations** to the class.

6. Have each student complete a **Team Member Evaluation and Reflection** form.

7. Facilitate a **discussion** to help students reflect on their roles when working in teams, the careers involved in television shows, and the students' skill at influencing the audience.

Evaluation:

- Help students reflect on their performance in teams by completing team evaluation forms.

- Grade talk show presentations for preparedness, content, creativity, and overall presentation.

Extension:

This project could be done using other people (e.g., famous people such as the U.S. President, Ohio Governor, Columbus Mayor, a T.V. star, an astronaut, artist, scientist, lawyer, doctor, athlete, etc., as well as people who are not famous).

Talk Show About Women in U.S. History
Student Instructions

1. Work in teams of 3-4.

2. Each team member should select one woman's name from the list to research.

3. During your research time, assemble biographical material about the woman you have chosen. Emphasize her major achievements, ways in which she helped improve American life, and any contributions she made to improve rights for women in America. (Many of these women were not out to make an impact on women's rights, however some of their achievements did lead to opportunities for other women.)

4. Once your research is completed, get together with team members and discuss all of the most important and interesting facts about the women you are studying. Discuss and exchange facts about achievements, barriers faced, friends, society, etc.

5. Create a talk show that will be interesting and informative for the audience. Your team will need to make decisions about the general layout of program, the name of the show, who will be interviewed, and who will role-play each part.

    - Write questions for each person who will be interviewed. These questions are the key to making the show interesting and informative.

    - You may use props or costumes if it will enhance your presentation.

    - It's fine to use humor but be sure to make it appropriate, as the overall mood and tone should be serious.

    If class time is not enough to plan your presentation, arrange for additional time (e.g., talk during lunch or have a four-way phone conversation).

6. Present your talk show to the class. Be prepared for questions from the audience!

7. Turn in your questions and research.

Your grade will be based on your ability to work well with your peers, your questions, your research, and the creativity and organization of your talk show presentation.

Talk Show About Women in U.S. History
Team Project Plan

Student's Name: ______________________________

Names of Other Team Members: ______________________________

____

Project schedule:

DAY	TASKS
	Team members decide who each person will research.
	Students do research about the selected woman individually.
	Teams discuss the talk show format, questions, and presentations.
	Teams plan and prepare final presentation.
	Teams make presentations.

The Women:

Margaret Bourke-White
Helen Hunt Jackson
Amy Lowell
Louisa May Alcott
Eleanor Roosevelt
Jeanette Rankin
Helen Tausing
Susan B. Anthony
Isadora Duncan
Ethel Barrymore
Mary Cassatt
Frances Perkins
Gertrude Stein
Margaret Mead
Sandra Day O'Connor
Marian Anderson
Jeanne M. Holm
Abigail Adams
Billie Holiday
Lillian Wald
Anna M. Rosenberg
Gertrude Stein
Sojourner Truth
Georgia O'Keefe
Clara Barton
Maria Mitchell
Helen Hayes
Willa Cather
Malivina Hoffman
Robyn Smith
Florence Sabin
Rachel Carson
Constance Baker Motley
Angelina & Sara Grimke
Emma Lazarus
Anne Sullivan
Pearl Buck
Alice Paul
Harriet Tubman
Ella Grasso
Jane Adams
Emily Dickinson
Rachel Carson
Mary M. Bethune
Barbara Jordan
Mary Lyon
Barbara Walters
Harriet B. Stowes
Janna Lambine

Talk Show About Women in U.S. History
Team Reflection and Evaluation

Student's Name: ______________________________

Names of Other Team Members: ______________________________

____

1. Describe how your team worked together. For example: Who did what? How well did each team member cooperate? Did everyone make a solid contribution? Did one member of the team take charge as a leader? ______________________________

2. Rate yourself in the following areas. Rating scale: 1-5. 1 = low 5 = high

I worked well with team members. __________
I conducted high-quality research. __________
I was creative and imaginative. __________
I was prepared to answer audience questions. __________
My presentation was well organized and easy to understand. __________

3. If you were given this assignment again in a few months, what might you do differently? Be specific.

Conduct a Survey About Students

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will work in teams to design, prepare, conduct, and analyze a survey. They will use the computer to do word processing and to develop a data base.

> This lesson is similar to the following one, Conduct a Survey About a Topic. You can use either or both.

Grade level(s): Middle school, high school (can be adapted for special education and elementary grades)

Background: This lesson is primarily student-centered; students are responsible for making many decisions as they develop, conduct, and analyze their survey.

SCANS skills incorporated into this lesson:

Workplace Competencies:

- X resources (allocate time and human resources)
- X interpersonal skills (teamwork, interpersonal communication)
- X information (gather and analyze information)
- ☐ systems
- X technology (use computers appropriately to word process and develop a data base)

Foundation Skills:

- X basic skills (read, write, mathematical calculations, speak, listen)
- X thinking skills (make survey-related decisions)
- X personal qualities (individual responsibility, self-management)

Ohio Proficiency Outcomes:

Writing: Follow a logical order, exhibit word choice appropriate to the audience, purpose, and subject

Reading: Predict, summarize, draw conclusions

Math: Compare data, create a data base

Materials:

Computer, printer, and software for word processing (e.g., Microsoft Word) and data base development (e.g., Microsoft Access)

Notes:

- This lesson stresses the development of a data base. If students don't already know how to do this, you will need to teach them the related skills after they collect their data.

- Teachers are encouraged to adapt this lesson to the needs of their students.

Procedure:

1. **Introduce** the lesson to students by acknowledging that they are very curious to know things about each other. Explain that they will be able to conduct a survey to ask other students the questions they may have been curious about. Facilitate a discussion about surveys and how they are used across the U.S.

2. Review the student **instructions** with the class.

3. Develop a **rubric** with students (optional, but highly recommended). It will serve as the basis for their evaluation on this project. Rubric categories might include some or all of the following:

   - *Survey*: quality and clarity of questions, appropriateness for the targeted audience, and word processing accuracy
   - *Data collection*: number of respondents, completeness of information collected
   - *Data base development:* accuracy and completeness
   - *Data analysis*: accuracy and insightfulness of conclusions drawn from the data
   - *Oral presentation*: accuracy and effectiveness for the targeted audience

4. Divide the class into **teams** of 3-5. Instruct each team to develop their **survey**, as described on the instruction sheet. Review each survey before students **word process** them.

   Note: The instructions ask students to develop 20 questions. Depending on your students' abilities and your instructional objectives, you may wish to decrease this number.

5. Once surveys are developed and word processed, provide support for students as they **gather data** about their schoolmates.

6. When the data has been collected, give each team the needed instruction to put their information into a **data base**.

7. Assist teams as they **draw conclusions** from the information gathered and analyzed.

8. Instruct each team to **present** their findings to the class in an oral presentation.

9. Have students **evaluate** their performance on this project, including their participation on teams.

Evaluation:

- Teachers might grade the survey, the data base, teamwork skills, and the oral presentation.
- Use the rubric developed in Step 3 or use one you develop yourself.
- If possible, give both an individual and a team grade.
- Encourage students to reflect upon their performance during the project and to rate themselves.

Conduct a Survey About Students
Student Instructions

In our school, it might be true that:

- 75% of the students prefer chocolate ice cream over vanilla ice cream.
- Boys' favorite sport is shuffleboard.
- Girls' favorite sport is soccer.
- The most liked school lunch is meat loaf and the least liked lunch is pizza.
- 50% of the students prefer rock and roll music and 30% prefer rap.
- Students' favorite teacher is the math teacher.
- More students supported Bore than bush in the presidential election.

How may of these statements are true? How many of these statements are false? And how can you know? One of the best ways to find the answers to these questions and others is to **conduct and analyze a student survey**. Some of the results you may expects, but others may surprise you.

Here are the steps each team of 3-5 students will take during this project:

1. Write a 20-question survey on a computer, using word processing software. (See the instructions for writing a survey.)
2. Hand in your list of questions to have it approved.
3. Once it is approved, go out and complete 30 surveys by asking students at the school to complete it.
4. Create the data base to store all 30 records.
5. Once all 30 records are logged into the data base, analyze the data and draw conclusions. Each team will hand in the completed surveys and the data base file.
6. Make an oral presentation of your team's data and conclusions.

Conduct a Survey About Students
Student Instructions, Page 2

Instructions for Writing a Survey:
The purpose of the survey is to learn what you can about your fellow schoolmates. The first step in conducting a survey is actually to *write* the survey. Each team will develop a 20-question survey.

The following seven questions are required for each team's survey:

1. What is your birth date?
2. Where were you born?
3. How old are you?
4. What grade are you in?
5. Are you male or female?
6. What is your estimated grade point average?
7. What is your cultural heritage or ancestry (e.g., Italian, African, German, Native American)?

In your team, write 13 additional questions that will help you learn important and/or interesting information about your schoolmates. Some possible questions you might ask in your survey are:

1. Who is your favorite music group?
2. What is your least favorite chore to do at home?
3. What is your favorite chore to do at home?
4. What is your favorite subject in school?
5. Do you plan to attend college?
6. What is your weekly allowance?

Conduct a Survey About a Topic

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will work in teams to design, prepare, conduct, and analyze a survey. They will use the computer to do word processing and to develop a data base.

> This lesson is similar to the previous lesson, Conduct a Survey About Students. You can use either or both.

Grade level(s): Elementary, special education, and middle school (Can be adapted for high school.)

Background: This lesson is primarily student-centered; students are responsible for making many decisions as they develop, conduct, and analyze their survey.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- X resources (allocate time and human resources)
- X interpersonal skills (teamwork, interpersonal communication)
- X information (gather and analyze information)
- ☐ systems
- X technology (use computers appropriately to word process and develop a data base)

Foundation Skills:
- X basic skills (read, write, mathematical calculations, speak, listen)
- X thinking skills (make survey-related decisions)
- X personal qualities (individual responsibility, self-management)

Ohio Proficiency Outcomes:

Writing: Follow a logical order, exhibit word choice appropriate to the audience, purpose, and subject

Reading: Predict, summarize, draw conclusions

Math: Compare data, create a data base

Materials:
Computer, printer, and software for word processing (e.g., Microsoft Word) and data base development (e.g., Microsoft Access)

Notes:

- This lesson stresses the development of a survey to collect information about a specific topic. Ideally, students will collect information about a topic that is important to them and/or to the school (e.g., What are students' favorite lunch menus? What percentage of the class supports each presidential candidate? What are students' opinions about ________________? Do boys get more allowance than girls?)

- Students can conduct their surveys in your class, with another class, or with the whole grade or school—it's up to you. You will need to decide this as you plan the lesson.

- Students are asked to develop a data base from the information they collect.

    - If your students are too young to use data-base software, have them tabulate the data manually as a class.

    - If students don't already know how to do use data-base software, you or someone at your school will need to teach them the related skills after they collect their data.

- Teachers are encouraged to adapt this lesson to the needs of their students. Some students may need more guidance than is described in the Procedure section.

Procedure:

1. **Introduce** the lesson by explaining that students will be able to conduct a survey to learn the answer(s) about a topic they've been curious about. (See the first note above.) Facilitate a discussion about surveys and how they are used across the U.S. Then, to give students an example, ask the class to develop a set of 3-6 questions aimed at learning about a specific topic. (You can require older students to develop more than 6 survey questions and/or more than 15 data records, if appropriate.)

2. Review the student **instructions** with the class.

3. Develop a **rubric** with students (optional, but highly recommended). It will serve as the basis for their evaluation on this project. Rubric categories might include some or all of the following:
    - *Survey:* quality and clarity of questions, appropriateness for the targeted audience, and word processing accuracy
    - *Data collection*: number of respondents, completeness of information collected
    - *Data base development*: accuracy and completeness
    - *Data analysis*: accuracy and insightfulness of conclusions drawn from the data
    - *Oral presentation*: accuracy and effectiveness for the targeted audience

4. Divide the class into **teams** of 2-4. Instruct teams to develop their **survey**, as described on the instruction sheet.

5. Once surveys are developed and word processed, review and **approve** them. Then provide support for students as they gather their data from schoolmates.

6. When the data has been collected, give teams the needed instruction to put their information into a data base.

7. Assist teams as they **draw conclusions** from the information gathered and analyzed.

8. Instruct each team to **present** their findings to the class in an oral presentation.

9. Have students **evaluate** their performance on this project, including their participation on teams.

Evaluation:

- Teachers might grade the survey, the data base, teamwork skills, and the oral presentation.

- Use the rubric developed in Step 3 or use one you develop yourself.

- If possible, give both an individual and a team grade.

- Encourage students to reflect upon their performance during the project and to rate themselves.

Conduct a Survey About a Topic
Student Instructions

In our school, it might be true that:

- 75% of the students prefer chocolate ice cream over vanilla ice cream.
- Boys' favorite sport is shuffleboard.
- Girls' favorite sport is soccer.
- The most liked school lunch is meat loaf and the least liked lunch is pizza.
- 50% of the students prefer rock and roll music and 30% prefer rap.
- Students' favorite teacher is the math teacher.
- More students supported Bore than bush in the presidential election.

How may of these statements are true? How many of these statements are false? And how can you know? One of the best ways to find the answers to these questions and others is to **conduct and analyze a student survey**. Some of the results you may expects, but others may surprise you.

Here are the steps each team of 2-4 students will take during this project:

1. Write a survey on a computer, using word processing software. The goal of your survey should be to get information about a specific topic. Your survey should get that information by asking 3-6 questions.
2. Hand in your list of questions to have it approved.
3. Once it is approved, ask at least 15 students to complete it.
4. Create the data base to store all 15 records.
5. Once all 15 records are logged into the data base, analyze the data, make generalizations, and draw conclusions. Each team will hand in the completed surveys and the data base file.
6. Make an oral presentation of your team's data and the conclusions you can draw from your data.

Basic Computer Skills

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will learn the basics of working on a computer to do word processing and will demonstrate their knowledge. They will open a program, insert text, edit, save, cut, paste, highlight, spell check, and print.

Grade level(s): All grades

Background: Before students can efficiently use the computer to do word processing or other tasks, they must know the basic features of any software program. This lesson gives students the opportunity to learn and practice those basic skills.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- ☐ interpersonal skills
- ☐ information
- ☐ systems
- X technology

Foundation Skills:
- X basic skills (these computer skills *are* basic skills)
- X thinking skills (make decisions)
- ☐ personal qualities

Materials:
Computer, printer, and word-processing software (e.g., Word, WordPerfect)

Procedure:
1. Divide students into **teams** of 5-6.

   a. With each team, **explain** that a word processor is a computer system on which students can type, edit, and store their work.

   b. **Demonstrate** how to do the computer-related tasks described on the student worksheet, using any document you wish to use.

2. Then have students work independently or in pairs to **practice** those skills by following the instructions on the student practice sheet.

3. Repeat for each team.

4. Facilitate a class **discussion** to answer questions and discuss how word processing skills can be used in school and other settings.

Extension:
Have students word process their own document, using the skills taught in this lesson. It is best if this document is tied to other class work (e.g., a report, a resume, a business letter).

Evaluation:
Grade the students' document for word-processing skills.

Basic Computer Skills
Practice Sheet

Name____ Date______________________

Directions: Complete the following tasks after watching a demonstration on computer-related terms.

1. ____ Locate the mouse.

2. ____ Place the "I" beam in the center of the workspace and left click once to find the blinking cursor.

3. ____ Locate the Windows title and write down the name of the program.

4. ____ Minimize the screen.

5. ____ Maximize the screen.

6. ____ Locate the tool bar.

7. ____ Scroll the page down.

8. ____ Scroll the page up.

9. ____ Scroll right.

10. ____ Scroll left.

11. ____ Type the following in the work space – "When times change, the work people do also changes. For example, wagon making is a job that no longer exists."

12. ____ Highlight the above quote. Click the "copy" icon and copy it on the same page.

13. ____ Highlight the quote you just copied and use the delete button to delete it.

14. ____ Highlight the first sentence of the quote that remains. Click the scissors icon to cut it. Paste it near the bottom of the page.

15. ____ Type your name a the top of the page.

16. ____ Print your work.

Multi-Media Show

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: After having studied the ancient civilization of Mesopotamia, the students will select a different ancient civilization to investigate, learn basics of ways of life, and create a multi-media slide show—using either Hyper Studio or PowerPoint—to present to the class.

Important!

- This is an example of a learning activity that can be developed for any subject area.
- Teachers should choose which software students will use. Separate student planning sheets are provided for each type of software.

Grade level(s): Upper elementary, middle school, and high school

SCANS skills incorporated into this lesson:

Workplace Competencies:
X resources (allocate materials, time, and human resources)
X interpersonal skills (teamwork)
X information (gather, organize, and analyze information)
☐ systems
X technology (use appropriate technology to present information)
Foundation Skills:
X basic skills (write, read, listen, speak)
X thinking skills (think creatively, make decisions, know how to learn)
X personal qualities (individual responsibility, self-management)

Writing: Logic organization, complete sentences, clarity of thought

Reading: Respond to text, compare/contrast text, summarize text, critique non-fiction, and evaluate text.

Citizenship: Knowledge and ability to think about relationship among events; gender roles, religious ideas, class structure, make inferences, map skills, interpret information, contact with other people of different regions, identify principles of fairness, citizen participation.

Science: Identify the positive/negative impact of technology on human activity, the advantage/disadvantage to users of simple technological devices.

Materials:
Ancient civilization research from sources including the Internet and library
Ancient Civilization Student Instruction sheet for Hyper Studio **or** PowerPoint (two are provided; choose one)
Ancient Civilization Planning Sheet
Ancient Civilization Evaluation Sheet for Hyper Studio **or** PowerPoint (two are provided; choose one)
Computer, printer, and software (Hyper Studio or PowerPoint)

Procedure:

1. Explain to students that they will be taking what they learned about one ancient civilization (or other topic that you decide upon) and applying it to another one.

   Ask the class to **brainstorm** the types of things that they could find out about ancient civilizations (e.g., customs, religion, products, etc.). Write these on the board.

2. Divide the class into **teams** of 2-4. Ask each team to **choose** an ancient civilization to research. (Another way to divide the class is to ask each student to choose a civilization, and then instruct students who chose the same civilization to work together.)

3. Instruct each team to do the following:
   - **Gather** information about the chosen ancient civilization.
   - **Compare and contrast** the civilization they researched with the ancient civilization of Mesopotamia.
   - **Organize** the information onto file cards (or individual sheets of paper) according to the student instruction sheet for either Hyper Studio or PowerPoint—depending on which program you're requiring students to use.

4. Develop a Hyper Studio or PowerPoint **presentation** containing the information outlined on the student instruction sheet.

5. Facilitate a **discussion** about what students learned and how they performed as team members.

Evaluation:
Grade the quality and on-time delivery of civilization selection, team research, Hyper Studio planning sheets, and the Hyper Studio presentation. See the evaluation sheet.

Extensions:

- Have each team meet with the teacher to plan a 1-3 day lesson about their ancient civilization. Then have the team teach the planned lesson.

- Connect team projects to electronic portfolios under social studies in the technology class.

Hyper Studio Project: Ancient Civilization
Student Instructions

Create the following cards using Hyper Studio. Before using Hyper Studio, sketch out each slide on the Slide Show Planning Sheet.

1. **Title Card**
   a. buttons to go to rest of cards in stack
   b. name of civilization-with dates of beginning to end
   c. your first and last name
   d. an appropriate background—not too "busy"

2. **Geographic Location**
   a. in words and/or map
   b. button to go back to Title card
   c. button to Climate card
   d. button to Important Cities card

3. **Important Cities**
   a. name of city or cities
   b. location of city or cities
   c. what makes the city or cities important
   d. button to go back to Geographic Location card

4. **Climate**
   a. description in words of climate
   b. button to go back to Title card
   c. button to go back to Geographic Location card

5. **Government**
   a. what type of government it is
   b. who runs the government
   c. button to go back to Title card

6. **Food**
   a. how they get their food to survive
   b. button to go back to Title card
   c. button to go to Daily Life card

7. **Shelter**
   a. what type of housing they lived in
   b. what material the housing was made of, including a picture, if desired
   c. button to go back to Title card
   d. button to go to Daily Living card

8. **Clothing**
    a. what the men wore
    b. what the women wore
    c. what boys wore
    d. what the girls wore, including a picture, if desired
    e. button to go back to Title card
    f. button to go to Daily Living card

9. **Transportation**
    a. what was used as the main transportation
    b. when the transportation used, including a picture, if desired
    c. button to go back to Title card

10. **Religion**
    a. the main deities they believed in
    b. particular ceremonies or celebrations
    c. button to go back to Title card

11. **Daily Life**
    a. what the men did
    b. what the women did
    c. what the boys did
    d. what the girls did
    e. button to go back to Title card
    f. button to go back to Food card
    g. button to go back to Shelter card
    h. button to go back to Clothing card
    i. button to go back to Recreation card

12. **Recreation**
    a. what these people did for fun and relaxation
    b. button to go back to Title card
    c. button to go back to Daily Life card

13. **Art and Architecture**
    a. what type of art they made
    b. how the art affected their architecture and building
    c. button to go back to Title card
    d. button to go back to Achievements card

14. **Achievements**
    a. what this civilization invented
    b. what this civilization may have improved upon
    c. button to go back to Title card
    d. button to go back to Art and Architecture card

15. **Famous People**
    a. names of famous people
    b. what made these people famous
    c. button to go back to Title card

Interesting Facts
    a. list facts interesting to you
    b. button to go back to Title card

16. **Similarities to Mesopotamia**
    a. how your ancient civilization is like Mesopotamia
    b. button to go back to Title card
    c. button to go to Differences Between Your Ancient Civilization and Mesopotamia card

17. **Differences Between Your Ancient Civilization And Mesopotamia**
    a. how your civilization is different from Mesopotamia
    b. button to go back to Title card
    c. button to go back to Similarities card

18. **Bibliography**
    a. *Name of encyclopedia*, volume of encyclopedia, copyright, name of article, author of article (if there is one)
    b. Author, *title of book*, publishing company, city-state-country, copyright year
    c. Internet site

Hyper Studio Project: Ancient Civilization
Evaluation Sheet

Due Dates:
Research: ______________________________
Slide Planning Sheets: ______________________________
Slide Show: ______________________________

You will get the most points by completing **all** work **on time**.

REQUIRED CONTENTS	MY SCORE	POSSIBLE POINTS
Ancient Civilization Selection	________	5
Research	________	35
Hyper Studio Planning Sheets	________	10
Hyper Studio Stack		
Well planned	________	15
Title card	________	15
18 cards	________	80
Details and creativity	________	10
Fonts (no old English)	________	10
Spelling	________	10
Colors	________	10
Hyper Studio Subtotal	________	150
PROJECT TOTAL	________	**200**

PowerPoint Project: Ancient Civilization
Student Instructions

Create the following slides using PowerPoint software. Before using the computer, sketch out each slide on the Slide Show Planning Sheet.

1. **Title Card**
   a. name of civilization-with dates of beginning to end
   b. your first and last name
   c. an appropriate background—not too "busy"

2. **Geographic Location**
   a. in words and/or map

3. **Important Cities**
   a. name of city or cities
   b. location of city or cities
   c. what makes the city or cities important

4. **Climate**
   a. description in words of climate

5. **Government**
   a. what type of government it is
   b. who runs the government

6. **Food**
   a. how they get their food to survive

7. **Shelter**
   a. what type of housing they lived in
   b. what material the housing was made of, including a picture, if desired

8. **Clothing**
   a. what the men wore
   b. what the women wore
   c. what boys wore
   d. what the girls wore, including a picture, if desired

9. **Transportation**
   a. what was used as the main transportation
   b. when the transportation used, including a picture, if desired

10. **Religion**
    a. the main deities they believed in
    b. particular ceremonies or celebrations

11. **Daily Life**
    a. what the men did
    b. what the women did
    c. what the boys did
    d. what the girls did

12. **Recreation**
    a. what these people did for fun and relaxation

13. **Art and Architecture**
    a. what type of art they made
    b. how the art affected their architecture and building

14. **Achievements**
    a. what this civilization invented
    b. what this civilization may have improved upon

Famous People
a. names of famous people
b. what made these people famous

15. **Interesting Facts**
    a. list facts interesting to you

16. **Similarities to Mesopotamia**
    a. how your ancient civilization is like Mesopotamia

17. **Differences Between Your Ancient Civilization And Mesopotamia**
    a. how your civilization is different from Mesopotamia

18. **Bibliography**
    a. *Name of encyclopedia*, volume of encyclopedia, copyright, name of article, author of article (if there is one)
    b. Author, *title of book*, publishing company, city-state-country, copyright year
    c. Internet site

PowerPoint Project: Ancient Civilization
Evaluation Sheet

Due Dates:

Research: ____________________

Slide Planning Sheets: ____________________

Slide Show: ____________________

You will get the most points by completing **all** work **on time**.

REQUIRED CONTENTS	MY SCORE	POSSIBLE POINTS
Ancient Civilization Selection	________	5
Research	________	35
Slide Show Planning Sheets	________	10
PowerPoint Slides		
Well planned	________	15
Title slide	________	15
18 slides	________	80
Details and creativity	________	10
Fonts (no old English)	________	10
Spelling	________	10
Colors	________	10
PowerPoint Subtotal	________	150
PROJECT TOTAL	________	**200**

Slide Show Planning Sheet: Ancient Civilization Project

Names of Team Members: ______________________________

Title Card

Geographic Location

Important Cities

Climate

Government

Food

Slide Show Planning Sheet: Ancient Civilization Project

Shelter

____
____
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____
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Clothing

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Transportation

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Religion

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Daily Life

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Recreation

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Slide Show Planning Sheet: Ancient Civilization Project

Art and Architecture

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Achievements/Famous People

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Interesting Facts

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Similarities to Mesopotamia

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Differences Between This Civilization and Mesopotamia

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Bibliography

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Advertisement

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Student teams will become *advertising agencies* that promote travel to a particular planet, constellation, or other feature of space. Their overall goal is to see if they can "sell" their trip package to other students. To do this, they will need to:

- Apply facts learned to a written advertisement selling a trip to the solar system.
- Prepare a written advertisement and an artistic ad.
- Recognize Earth's position in the solar system in relation to the other planets.

Note: This lesson can be adapted to many other subject areas and topics.

Grade level(s): Upper elementary, middle school, high school

SCANS skills incorporated into this lesson:

Workplace Competencies:
- X resources (allocate materials, resources, and time to accomplish tasks)
- X interpersonal skills (teamwork)
- X information (apply learned facts to persuade others)
- ☐ systems
- ☐ technology

Foundation Skills:
- X basic skills (write, read, speak, listen)
- X thinking skills (make decisions, solve problems, think creatively)
- X personal qualities (individual responsibility, self-management)

Primary Ohio proficiency outcomes:
Writing: convey a message related to the topic, follow a logical order, exhibit appropriate punctuation, capitalization, and spelling

Reading: identify details (who, what, when, where, how of the situation), make predictions about whether certain information is likely to be included in material, demonstrate comprehension of the main idea and information pertaining to the solar system

Citizenship: demonstrate map-reading skills and judge distances

Science: demonstrate an understanding of the connection between technology and science, understanding facts and relationship of the earth in the solar system

Mathematics: compute with money and decimals, select and compute with the appropriate standard or metric unit to measure length, area, time, temperature, and money

Materials:
Large construction paper or poster board
8 ½" x 11" white copier or construction paper
Markers
Crayons
Glue
Glitter
Chalk
Student Instruction sheet
Computer, printer, and word processing software (optional: presentation software)

Procedure:

1. **Introduce** the lesson by facilitating a discussion about television commercials. Have them brainstorm words/phrases that are often used to entice consumers to buy their product (e.g., Act now! Don't delay! Better because... Best value.). List these words/phrases on the chalkboard and discuss what makes them persuasive.

   Explain that students will be working in teams to research a specific planet and then to develop an advertisement that will "sell" travel to that planet to their classmates. Have them imagine that they have been hired by an advertising agency to promote a trip to their planet.

2. Divide students into the same number of **teams** as there are planets. Assign one planet per team, or have each team choose their own planet by pulling a planet name out of a hat or basket.

   Have each team develop an information sheet about their assigned planet. They should get their information from books and the Internet.

3. Have students develop a ***written*** **advertisement** and an ***artistic*** **advertisement** that meets the criteria described on the Student Information sheet. (The diagram shows both ads mounted on large construction paper or poster board.)

   Note: If possible, modify the assignment so that students develop a PowerPoint presentation to "sell" travel to their planet.

4. **Hang** each advertisement in sequential order, starting with the planet closest to the sun and moving outward. This will help reinforce the earth's position in the solar system.

5. Have each student **choose** (vote) which planet they would like to travel to—based on the information provided in the advertisements.

6. Facilitate a **discussion** that helps students make generalizations about the components of an effective advertising campaign.

Evaluation:

Grade advertisements for grammar/spelling, factual information, and creative layout/design. In addition, grade the persuasiveness of the ads by counting the number of student votes for each ad. (Or use another method if it would work better in your classroom.)

Extensions:

- Have students tape a commercial (audio cassette or video tape) and act as if their commercial will be played on the radio or television.
- Have students write word problems to determine the cost of a trip to a specific planet.

Planet Advertisement
Student Instructions

Names of team members: ______________________________

____

Planet: ______________________________

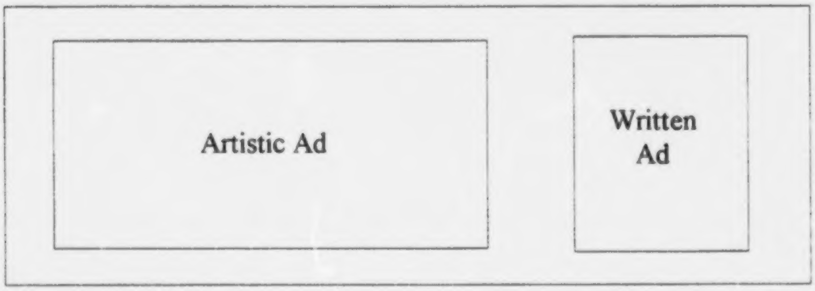
Instructions: During this project, your team will:

1. Develop an information sheet about your planet. Get your information from books and the Internet. This information will be used to develop your advertisement.

2. Create an advertisement that will "sell" a trip to your planet to your classmates. It should include two parts, and be mounted on large construction paper or poster board (illustrated below).

   - A **written advertisement** (using the computer and word-processing software)

   - An **artistic advertisement** (using the large and small construction paper, markers, and other materials provided. Students may provide additional materials.)



You will be graded on:

- Grammar, spelling, punctuation
- Factual information
- Creative layout and design
- Persuasiveness (Determined by the number of votes your advertisement receives.)

3. Once the advertisements are completed, they will be posted in the classroom. Each student will choose (vote) which planet they would like to travel to—based on the information provided in the advertisements.

Want Ads

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will, through want ads, identify a job to apply for.

Grade level(s): High school (can be adapted to other grades)

SCANS skills incorporated into this lesson:

Workplace Competencies:

☐ resources
☐ interpersonal skills
X information (gather and analyze information)
☐ systems
☐ technology

Foundation Skills:

X basic skills (read, write)
X thinking skills (make decisions)
X personal qualities (individual responsibility, self-management)

Materials:
Want Ad Information sheet
Classified sections of the newspaper

Procedure:

1. Facilitate a discussion about the purpose and realities of classified ads as a tool in the job-search process. Discuss a few abbreviations that are found in ads.

2. Have each student read through the classified section of the newspaper and identify two jobs they would like to do. Instruct them to complete the Want Ad Information sheet.

3. Facilitate a discussion about the job-search process and how classified ads fit into it.

Evaluation:
Grade the Want Ad Information sheets for accuracy and completeness.

Extensions:

- Have students write a cover letter to apply for the jobs they selected. (See the lesson plan in this book that teaches students to write application letters and resumes.)

- Teach students about interviewing skills and have them participate in a mock interview for one of the jobs the selected. Have classmates observe the interviews and do a written evaluation of each interviewees' effectiveness (eye contact, body language, hand movement, articulation of words, slang/bad language, answering questions honestly, laughing/giggling, friendliness/courtesy, mannerisms, being able to respond quickly). In addition, have them explain if they would hire the interviewee—being sure to explain why. Peer evaluation is important because, in general, students will believe their peers (and see a need for improvement) more than they will from their teachers.

Want Ad Information Sheet

Name ______________________________

Instructions: Find two want ads from the classified section of the newspaper. Write information about each ad in the appropriate space. Write N/A (not applicable) in a space if the information is not found in the ad.
Staple the ads to this sheet.

	Want Ad #1	Want Ad #2
Name of company and address		
Title of job being advertised		
Duties or type of work		
Application procedure (e.g., call? send resume?)		
Education required		
Salary/pay and benefits		
Working hours/shift		
Would you enjoy this job? Explain why or why not.		

Interpersonal and Social Skills

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will assess their interpersonal and social skills and will develop strategies for handling a variety of situations requiring effective skills.

Grade level(s): Middle school and high school

SCANS skills incorporated into this lesson:

Workplace Competencies:

- ☐ resources
- X interpersonal skills (get along with others; diversity)
- ☐ information
- ☐ systems
- ☐ technology

Foundation Skills:

- X basic skills
- ☐ thinking skills
- X personal qualities (sociability, self-management)

Materials:

Social Situations handout
Interpersonal Skills Self Assessment

Procedure:

1. Introduce this lesson by explaining that more people lose their jobs because they can't get along with others than they do from not performing work-related tasks. Several of the most important activities to be avoided are snobbishness, quarreling, and gossiping.

   Explain that getting along with others is not always easy, and that employees must often work as hard at getting along with others as they do with the job itself.

2. Facilitate a discussion, asking students to brainstorm some guidelines for getting along with others. Responses might include:

   - Treat others as you wish to be treated.
   - Do not gossip.
   - Do not be snobbish; be welcoming to all co-workers and managers.

- Do not quarrel; when disagreements occur, be calm and rational.
- Be cheerful.
- Avoid sarcastic remarks about others.
- Be a good listener.
- Practice good manners at all times.

3. Instruct students to complete the Interpersonal Skills Self Assessment.

4. Once self assessments are completed, facilitate a class discussion by discussing each statement and asking students to share their thoughts.

5. For homework, ask students to complete the Social Situations sheet.

6. The next day, have students role play some of the social situations in teams of four. Have two people role play the *inappropriate* way to handle a situation; have two other people role play the *appropriate* way to handle it. Then facilitate a discussion about appropriate and inappropriate ways to handle these types of social situations.

7. If possible, invite a human resource manager of a local business to speak with the class about how and why interpersonal skills are important to successful employment.

Evaluation:

- Collect the Social Situations sheets.
- Grade students on role plays, if appropriate.

Interpersonal Skills Self Assessment

Name ______________________________

Instructions: Think about your skills at communicating with others.
Read each statement (below) and mark the column that best describes your behavior.

		Usually	Sometimes	Never
1	I keep my promises.			
2	I find it easy to talk with people my own age.			
3	I try to make new friends.			
4	I keep the same friends for several years.			
5	I try to understand why people act as they do.			
6	I repeat only the good things I hear about others.			
7	I try to say things just as they are rather than making big stories about them.			
8	I show an interest in what other people are talking about.			
9	I let other people do as much talking as I do.			
10	I stay to finish a job even when others leave early.			
11	I am cheerful even when things have not gone well for me.			
12	I work as quickly as I can without bothering other workers unnecessarily.			
13	I try to be honest in all things.			
14	I try to avoid arguments.			
15	When there is a misunderstanding, I try to get it straightened out before anyone gets angry.			
16	When others treat me badly, I try to overlook their actions.			

17. Three interpersonal skills that I could improve are:

____

Social Situations

Name: ______________________________

Instructions: Imagine yourself in each situation (below). In the space provided, write what you would do. Note: You will be doing further work with these situations during tomorrow's class.

1. You saw Jim and Ann, who work in your office, have lunch together.

2. You feel grumpy. Harriet says, "Good morning."

3. Susan whistles all the time. You can't think.

4. You promise to work on Sunday, but Ann asks you to go shopping.

5. James interrupts you frequently when you are talking.

6. Verna asks you to do her work so she can leave work early.

7. Matt says something about a co-worker, but you know that what he says is not true.

8. You work with an older woman who likes to talk about her grandchildren all the time.

9. The boss is in a bad mood. You want the weekend off.

10. Sheri wants you to help her. Tom needs your help, too, at the same time.

Occupation Survey

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will complete a survey to learn about a wide range of occupations and will research their preferred job.

Grade level(s): Upper elementary, middle school, high school

SCANS skills incorporated into this lesson:

Workplace Competencies:
- ☐ resources
- ☐ interpersonal skills
- X information (gather, sort, and analyze information)
- ☐ systems
- X technology (do Internet research)

Foundation Skills:
- X basic skills (functional reading, writing)
- X thinking skills (make decisions)
- X personal qualities (learning to learn, self-assessment)

Materials:
Occupation Survey sheet
Occupation Information sheet
Computer, printer for Internet access and word processing, and word-processing software

Procedure:
1. **Introduce** this project by explaining to students that they will be using an Occupation Survey sheet to gather information about a wide range of occupations. They will then research an occupation that appeals to them.

2. Have students work individually to **complete** the Occupation Survey sheet.

3. Instruct students to circle the occupations that appeal to them the most. Then have them **research** 2-3 of those circled occupations using information found on the Internet and in written resources.

   Hint: Locate and **bookmark** several web sites to get your students started. For example, the Bureau of Labor Statistics web site is located at stats.bls.gov/k12/html/edu_over.htm. This site lists five career areas related to each major subject area. It was designed with elementary students in mind. The list of careers is somewhat limited, but it is a good place to start.

4. Have students **write a report** that summarizes their research. It is recommended that students use a computer to word process their reports or researched occupations.

   For *elementary* grades, have students complete one Occupational Information sheet for each occupation they are researching. However, resist the temptation to assign this sheet to older students—they should get practice at *choosing* which information is important and organizing it into an effective report.

5. Facilitate a **discussion** about the range of occupations that is available, the requirements of those occupations (e.g., education), and what was learned about specific occupations.

Evaluation:
Grade the students' research reports for accuracy, organization, grammar and spelling.

Extensions:

- For elementary and middle school students, assign the following **journal reflections**:
    - Why do people have jobs?
    - What are the occupations you are most interested in?
    - What is the difference between a job and a career? (Use a dictionary to help.)
    - What do you think are the most important occupations people can do? Explain?
    - What kinds of occupations do people have today that were not around 30 years ago?

- Have students work in teams to develop a **board game** that includes questions and answers about a variety of occupations. Teams should consider purpose, layout, design, and appearance. You might also want them to consider testing, sales, and advertising.

Occupation Survey

Name ______________________________

Instructions: Selecting a job that is best for you can be a difficult task! **Answer** the following questions asking you to consider different employment possibilities. When you have finished, **circle** the occupations that you find interesting. Then research 2-3 of your most interesting occupations using the Internet and written resources. Write your report using a word-processing program. It will be graded for accuracy, organization, grammar and spelling.

1. List three occupations that are fun.
____

2. List three occupations that require great intelligence.
____

3. List three occupations that are dangerous.
____

4. List three occupations that require a lot of strength.
____

5. List three occupations that require quick thinking.
____

6. List three occupations that pay well.
____

7. List three occupations that require good organizational skills.
____

8. List three occupations that will not be around in ten years.
____

9. List three occupations that require advanced educational training.
____

10. List three occupations that require the ability to get along with others.
____

11. List three occupations in which a person works by him/herself.
____

12. List three occupations that require a lot of time away from home.
____

Occupational Information Sheet

Name ____________________

Occupation being researched ____________________

Brief description of the occupation ____________________

What kind of education does a person need to get a job in this field? ____________________

What does this job pay? ____________________

Good things about this occupation ____________________

Negative things about this occupation ____________________

List at least one place where you could write to get more information about this occupation:

____

What are your thoughts about this occupation choice?

____

____

____

____

____

Occupational Economics

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will examine issues related to occupational economics by researching several web sites and completing a written and oral report. They will also evaluate the web sites they examined.

Grade level(s): Elementary, special education, early middle school

Background: This lesson helps students realize that there are financial considerations to choosing an occupational area.

SCANS skills incorporated into this lesson:

Workplace Competencies:
- X resources (allocate time)
- ☐ interpersonal skills
- X information (gather, analyze, and synthesize information)
- ☐ systems
- ☐ technology

Foundation Skills:
- X basic skills (read, write, speak, listen)
- X thinking skills (make decisions)
- X personal qualities (individual responsibility, self-management)

Materials:
Economics Information sheet
Computer for Internet access, printer

Procedure:
1. Introduce the lesson by facilitating a discussion about the connection between earning power and being a self-supporting adult.

2. Assign five journal entries–one for each day of the week. Journal prompts might be:
   - What is money good for?
   - What is the difference between *needs* and *wants*. Make a list of each.
   - What are some things that people might want to save money for? List as many things as you can.

- Who should make more money—a basketball player or the U.S. President? Why?
- There is a saying, "The best things in life are free." What do you think this means? Do you agree? Why or why not?

3. Have students research issues related to economics by doing a search from the Yahooligans search engine (www.yahooligans.com) and then typing in "economics for kids." This search request will produce several excellent sites for students to explore. Ask them to choose 1-2 sites and report on each using the Economics Information sheet.

4. Have each student make an oral report that summarizes their findings.

5. Facilitate a discussion that helps students summarize what was learned and makes a connection between career choice, potential earnings, and quality of life.

Evaluation:
Grade the Economics Information sheet and oral report.

Economics Information

1. What is the name of the web site you explored? ____________________

2. What is the web address of the site you explored? ____________________

3. What is the main thing you can learn about this site? ____________________

4. Write down some important and/or interesting information about economics that you learned from this site.

5. What else would you like to know about this topic?

6. Evaluate this web site by answering these questions:

   - Is this site a credible source of information about economics-related topics? Why or why not?
   - Did you have any trouble understanding the information on this site? Explain.
   - Would you like to come back to this site again? Why or why not?
   - Do you know someone else who would be interested in this site? Who?

Time for the Real World!

This lesson plan was written by one of the teachers who participated in professional development workshops that focused on integrating workplace skills (i.e., SCANS skills) and career awareness into the curriculum. Workshops were funded by a federal School to Careers grant and were coordinated through the School Study Council of Ohio.

Lesson overview: Students will use a computer program (see below) to answer a survey and select a career, research it, get an education, set up a monthly budget, and reflect on their experiences.

Grade level(s): Middle school and high school (Can be adapted to elementary grades and special education.)

Most Columbus Public Schools provide computerized career guidance software that allow students to do research to learn about a wide range of occupations:

- Some elementary schools have COIN Climb software.
- All middle schools have COIN Jr. software.
- All high schools have OCIS software and some have Bridges CX-98 software. Several may have COIN Jr. software.

Background: This lesson is designed to give students a "reality check" about their career choices and the resulting educational requirements and finance-related lifestyle.

SCANS skills incorporated into this lesson:

Workplace Competencies:

X resources (use time and resources efficiently)
☐ interpersonal skills
X information (locate, analyze, and organize information)
☐ systems
X technology (use hardware and software appropriately)

Foundation Skills:

X basic skills (read, write, do mathematical calculations [computing, rounding, percentages, proportions])
X thinking skills (make decisions)
X personal qualities (learning to learn)

Materials:
Computer lab, career-related software (COIN, COIN Climb, OCIS, or Bridges CX-98)
Time for the Real World! student instruction packet
Student direction guide sheet for this activity using COIN software (if COIN is being used)
Workplace Know How/SCANS Skills list.

Important! Before teaching this lesson, determine which software is available in your school. This lesson plan includes student instructions for the COIN Jr. software. **Teachers will need to modify the student instructions if students will be using OCIS, Bridges, or COIN Climb software.**

Procedure:

1. Facilitate a discussion about career choices and that a chosen career can result in a certain finance-related lifestyle. Explain that this project will help them learn about some of the related factors—for themselves.

2. Review the student instructions with the class. Also review the grading sheet.

3. Support them as they complete the research and related tasks as they are assigned. In addition, encourage them to think carefully when completing the student reflection.

4. Once all students have completed the lesson, facilitate a class discussion to help students summarize what they learned. Focus on the reflection questions during this discussion.

Evaluation: Grade students' written response to all questions in their packet.

Extensions:
Use the information learned in upcoming lessons and discussions on job search, application, resumes, and interviewing. (See other lessons in this packet for ideas.)

Career Research Project: Time for the Real World!
Student Packet

Name: ____

Imagine that you are an independent young adult. You must survive on your own and have many responsibilities. During this project, you will select a career, research it, get an education, set up a monthly budget, and reflect on your experiences. This project is worth 55 points. The number of points for each section is written in parentheses, e.g., (4).

Requirements:
- ☐ Complete each section. Do not leave any blanks!
- ☐ Write neatly and legibly.
- ☐ Attach additional pages as necessary.

I. Career (15 points)

1. Choose a career to use throughout this project by doing **one** of the following:

   - If your school's career-related software program **does** include a career survey, you must complete it and then begin answering the remaining questions in this packet. Note: Your chosen career must have some post-high school education (4)

     Write down three careers that the survey suggested for you:
     A. ______________________
     B. ______________________
     C. ______________________

     If you want to research a career that the survey didn't suggest, tell the teacher a specific career you are interested in and obtain permission to research it.

   - If your school's career-related software program **does not** include a career survey, use the software to research and identify three careers that you might be interested in working at. Write them below and then answer the remaining questions in this packet.

     Write down three careers that interest you:
     A. ______________________
     B. ______________________
     C. ______________________

     Briefly read through some of the information provided on those three careers. Then select one career to use during this project. Note: Your career must have some post-high school education requirements. (4)

2. Select one of the three careers to research and use throughout this project.
   Career selected: ____

3. Which of the six career clusters does this career most likely fall under? Circle one of the following: (1)
   A. Business & Management
   B. Human Services
   C. Health Services
   D. Environmental/Science Technology
   E. Arts & Communications
   F. Engineering & Technical Systems

4. Write a brief description of your job. What are your responsibilities or job tasks? Write at least two sentences. (2)

5. List three SCANS skills that are necessary for your job and explain why they are necessary. (3)

   A. ______________________________

   B. ______________________________

   C. ______________________________

6. List three different places where you could work. (3)

   A. ______________________________
   B. ______________________________
   C. ______________________________

7. Where will this career go in the future? What are possible job openings or promotions that you can go into? (1)

8. Look at the occupation profile. Write the lowest number in the starting salary range in the space below. This will be your starting salary throughout this project. (1)

   $______________________

Bonus Opportunity: (1-3)
Write down any other interesting information about your career here. Use a separate sheet of paper if needed.

____
____
____
____
____
____
____
____

II. Education

1. What education is necessary for your career? (2)

____

2. Find a minimum of three technical schools/community colleges/colleges/universities that offer the education necessary to attain your career goal. (6)

   Name: ______________________
   Annual Cost: ______________________
   Financial Aid: ______________________
   Admissions: Phone Number: ______________________
   Director's Name: ______________________
   Tests Required: ______________________

   Name: ______________________
   Annual Cost: ______________________
   Financial Aid: ______________________
   Admissions: Phone Number: ______________________
   Director's Name: ______________________
   Tests Required: ______________________

   Name: ______________________
   Annual Cost: ______________________
   Financial Aid: ______________________
   Admissions: Phone Number: ______________________
   Director's Name: ______________________
   Tests Required: ______________________

III. Budget (12)

Now that you've learned about your career, **it's time to spend your money!** For this project, imagine you are living independently. (That means no financial support from family members!) For example, you must have your own housing and pay housing-related expenses (e.g, utilities).

Complete the Budget Sheet on the following page. Note that the average apartment in Columbus is $350. If you share an apartment, you can expect to pay at least $250.

Note: If the expenses you list on this budget sheet are not realistic, you will need to explain why—at the bottom of the page or on a separate sheet.

Begin by writing your starting salary, which is recorded in section I (Careers), number 8.

Determine the approximate percentages and dollar costs by doing research in newspaper ads, the Internet, and by asking adults you know. Use the Budget Help Sheet in this packet to help you make the needed calculations.

Notes about the Budget Sheet:

- The cost ranges written to the right of each budget category may help you develop your budget.
- The "*" stands for equations that are shown on the Budget Help Sheet.

Budget Sheet

Name: ____

Starting salary $________

*Monthly gross income $________

*— 25% for taxes $________

*Monthly take-home pay $________

Housing	$______	($250-up)	_____%
Utilities	$______	($100-200)	_____%
Phone	$______	($20-75)	_____%
Furnishings	$______	($100-up)	_____%
Car Payment	$______	($175-up)	_____%
Insurance	$______	($125-up)	_____%
Gas & Repairs	$______	($30-up)	_____%
Public Trans.	$______	($30-50)	_____%
Food	$______	($175-up)	_____%
Clothing	$______	($50-up)	_____%
Health Care	$______	($0-up)	_____%
Entertainment (includes cable TV)	$______	($20-up)	_____%
Personal Items	$______	($20-up)	_____%
Savings	$______		_____%
***Total Expenses**	$______		
***Total Net Income**	$______		

Explanations:

____

____

____

____

____

____

____

____

Budget Help Sheet

The following information should help you make the needed calculation for your budget.

$$\text{Monthly gross income} = \frac{\text{your starting salary}}{12\text{ months}} = \frac{\_\_\_\_\_\_\_\_\_\_}{12}$$

$$25\%\text{ taxes} = \frac{\text{monthly gross income}}{4} = \frac{\_\_\_\_\_\_\_\_\_\_\_\_}{4}$$

Monthly take-home pay = monthly gross income — 25% taxes

For all expenses starting with housing and ending with savings, complete the $ amount first—then calculate the %. To find out how much % that dollar amount is:

$$\frac{\$\text{ amount}}{\text{monthly take-home pay} \times 100}$$

If you have decimal points in your % column, round up.

Total expenses = All the $ amounts from housing to savings added together.

Total net income = monthly take-home pay — total expenses

Example:

Starting salary	$30,000
Monthly gross	$2,500
–25% for taxes	$625
Monthly take-home pay	$1,875

Housing $________ ________%

Utilities $________ ________%

Phone $________ ________%

Total expenses $________

Total net income $________

IV. Individual Reflection Questions (12; 2 points for each question)

Instructions:

- Write your answers on a **separate sheet** of notebook paper or use the computer and word processing software. Be sure to write your name on your paper.

  Remember: You are being graded on both neatness and the quality of your responses.

- Answer each question with **complete sentences.**

- Be prepared to discuss your responses during a class discussion.

1. In your opinion, what is the purpose of this project? What did you learn? Why did we spend time researching careers?

2. What parts of living on your own were omitted or left out of this project?

3. How do you feel about the amount of taxes you paid? Do you think our society should do something to reduce the amount of taxes workers pay?

4. Could you support a family on this salary? Why or why not?

5. What are your financial goals for the future? What would you like to have or achieve in five years?

6. How would you balance the time requirements of work, family and yourself with this career? Explain this question in sentence form and draw a pie graph that shows how you will balance your time in all three areas.

Instructions for Using COIN Software for your Time for the Real World! Research

Before you start writing:

- Click on start, programs, COIN, COIN, assessments, self survey.
- Complete all questions 1-41. The block to the right will look red after you have answered each question.
- Click on search professions, display professions.

Section I. Career

- Answer #1.
- Select a career from this list. If you do not like anything on the list, check with your teacher before moving any further.
- Click on your career choice, click on occupation profile.
- Answer #2.
- Click on occupation description.
- Answer #3.
- Scroll down (click on the down arrow on the right side of the screen) and read under Interests and Abilities. This may help you think of SCANS skills to answer #4. Also use your handouts on SCANS.
- Scroll to employment opportunities & read this section.
- Scroll to earnings and advancement and/or career advancement and read this/these section(s).
- Answer #6.
- go to the top to occupation profile.
- Answer questions 7 and 8.
- Now is a good time to answer the BONUS OPPORTUNITY if you are interested.

Section II. Education

- At this point you will need to leave the occupation profile and return to the main menu. Keep clicking on return to get to the main menu.
- Click on college search, click on majors.
- Find your major in the list by scrolling to it and click on it.
- click on other variables like state or type until the found column is between 300-20.
- Click on display colleges.
- Choose a college and click on it, click display college.
- Write down the name of the college.

Workplace Know-How for Job Success

The know-how identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance.

Workplace Competencies: Effective workers need to productively use—

- **resources** (e.g., how to allocate time, money, materials, space, and staff)
- **interpersonal skills** (e.g., work in teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds)
- **information** (e.g., acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information)
- **systems** (e.g., understand social, organizational, and technological systems; monitor and correct performance; design or improve systems)
- **technology** (e.g., select equipment and tools, apply technology to specific tasks, maintain and troubleshoot equipment)

Foundation Skills: Effective workers need the following skills and qualities for solid job performance—

- **basic skills** (reading, writing, math, speaking, and listening)
- **thinking skills** (thinking creatively, decision making, problem solving, and knowing how to learn)
- **personal qualities** (individual responsibility, self-esteem, sociability, self-management, and integrity)

Career Research Project: Time for the Real World!
Grade Sheet

Name: ____

Career: ____

55 Total Possible Points

Section I. Career (15 possible points)
1 point for each blank or answer completed

Total: __________

Bonus points: (1-3 points possible)

Total: __________

Section II. Education (8 possible points)
2 points for the first question
2 points for each college section completely filled out

Total: _________

Section III. Budget (12 possible points)
6 points for calculations shown on help sheet
3 points for % column filled out completely/correctly
3 points for $ column filled out completely/correctly

Total: _________

Section IV. Reflection Questions (12 possible points)
2 points for each question

Total: ________

Overall quality: (8 possible points)
4 points for complete sentences for all questions requiring them
4 points for neat, legible handwriting

Total: __________

TOTAL POINTS: __________ *(55 possible points)*